DOCUMENT RESUME

ED 092 297 88 RC 007 947

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TITLE Project HEED. Final Evaluation Report, 1973-74.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.; Sacaton School District 18, Ariz.
PUB DATE 1 Jul 74
NOTE 134p.; For related documents see RC007887 through RC007890

EDRS PRICE MF-$0.75 HC-$6.60 PLUS POSTAGE
DESCRIPTORS Academic Achievement; Affective Behavior; *American Indians; *Educational Assessment; Educational Programs; Field Trips; Motivation; *Program Evaluation; *Reading Achievement; Self Concept; *Special Education; Tables (Data)
IDENTIFIERS Elementary Secondary Education Act Title III; ESEA Title III; *Heed Ethnic Educational Depolarization; Project HEED

ABSTRACT

1973-74 approximately 1,100 Indian students in grades 1 through 8 participated in Project HEED (Heed Ethnic Educational Depolarization) in Arizona. The project target sites were 59 classrooms at Sacaton, Sells, Peach Springs, San Carlos, Topowa, Many Farms, St. Charles Mission, and Hoteville. Primary objectives were: (1) improvement in reading skills, (2) development of cultural awareness, and (3) meeting the special educational needs of Indian children. The evaluation covered 6 basic areas: reading performance, self concept, special education, student group and individual participation, cultural awareness, and management objectives. Various tests were administered, such as: the DISTAR Mastery Tests; Wide Range Achievement Test; the Primary Self Concept Inventory; and the Self Appraisal Inventory. Some of the findings were: (1) little positive change, and in many instances a retrogression, in self concept; (2) reading readiness patterns were at or above grade level in all but 1 of the kindergartens; (3) little or no growth in most of the 7th and 8th grades; (4) field trip participation by all sites; (5) an expansion of special education services; and (6) success with the DISTAR program as far as the mastery tests were concerned. (NQ)

ED 092297

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Final Evaluation Report

1973-74

Project HEED

by

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1 July 1974

RC007947

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I. Introduction

Project HEED, (HEED Ethnic Educational Depolarization) has had three primary goals:

--improvement in reading skills;

--development of cultural awareness;

--meeting the special educational needs of Indian children.

To a certain extent these goals have been at least partially met. Where failure has been experienced, however, a number of factors seem to be at fault. First, in the three years of the project's history, there have been three directors. Secondly, project management has suffered because of this high turnover. Thirdly, the geographic distribution of project sites has made coordination difficult. Fourth, communication has suffered for all of these reasons. Fifth, site cooperation has sometimes been less than optimal.

In the third year of Project HEED a number of positive outcomes occurred. These included:

1. more responsive management;
2. an effective project advisory board which held regular meetings;
3. successful inservice workshops;
4. field trip participation by all sites*;

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*The gasoline shortage reduced the degree of participation until late Spring 1974.

5. expansion of special education services;
6. continuation and expansion of the project newsletter;
7. use of community resources in developing cultural awareness materials;
8. increased site visitation;
9. improvement of materials handling (ordering and delivering);
10. success with the DISTAR program as far as DISTAR mastery tests were concerned;
11. additional success of the DISTAR program relative to reading performance as compared to non-DISTAR children in Project HEED;
12. Descriptive evidence to the effect that many reading skill objectives were met.

From a negative standpoint, the following represents the evaluation team's concerns regarding HEED's third year of operation:

1. the cultural awareness component seems to be a misunderstood and poorly articulated aspect of the project;
2. tests of self concept indicate little positive change and in many instances a retrogression effect was found;
3. although project management was rated by teachers and administrators as having improved, some problems still remain in the area of providing feedback;

4. control group data were never made available which made assessment of program effects difficult;
5. testing of the selected sample was incomplete and resulted in small sample sizes;
6. parent and student participation forms were not filled out on a regular basis (more true of parent than student form);
7. post-test data were many times incomplete or incompatible with pre-test data, especially in the area of reading skills.

II. Scope of Project

The third year of the Project evidenced a decrease in both the number of classrooms (59 versus 60 last year) and the number of children participating. In 1972-73 there were approximately 1350 children whereas in 1973-74 approximately 1100 participated. Part of this decrease was due to grades K-3 at Topowa dropping out of the project. Incomplete data for kindergartens at Sacaton also artifically decreased the total. Totals at four sites showed increases whereas four showed decreases.

By sites the following table depicts classrooms and numbers of children participating in Project HEED:

Project HEED classrooms by site

Site	Number	Children
Sacaton	12	276*
Sells	11	282
Peach Springs	9	143
San Carlos-Rice	10	240
Topowa	4	94
Many Farms	6	151
St. Charles Mission	4	85
Hoteville	3	42
	59	1065

*Kindergarten data not available

Project HEED has attempted to meet its three primary goals through the use of:

DISTAR reading materials grades K-3
Field Enterprise reading material grades 4-8
Supplementary reading materials
Preservice and inservice workshops
Diagnostic testing for special education screening
Special curricular materials for resource classrooms
Development of cultural awareness materials
Field trips

III. Evaluation

This section of the report covers five basic areas: Reading Performance; Self Concept; Special Education; Student Group and Individual Participation; Cultural Awareness; and Management Objectives.

Reading Performance. Reading performance was assessed through the use of standardized tests (SRA and WRAT) and DISTAR mastery tests where appropriate. Where pre-test data were available, POST minus PRE gains in grade level equivalency were used. Pre-tests were last year's (1972-1973) tests given in the spring. Some controversy exists on whether it is better to pre-test in the fall or to use the previous year's testing. On the one hand, last year's tests do not allow for summer forgetting, and on the other, fall testing requires expenditures of additional resources. In either case the evaluators were encouraged to not require additional testing and therefore used last year's tests.

In all, 240 children were randomly selected from class lists for reading performance testing using standardized tests. No controls were tested. Tables I-IX (see appendix A) depict the results of the testing

by site in grades K-8 respectively. A total of 198 pre and/or post tests were made available for comparison.

The following conclusions are based upon the data presented in Tables I-IX:

1. all kindergartens (except for one site) showed reading readiness patterns at or above grade level.

2. two DISTAR kindergarten sites showed reading performance at or above 1st grade level.

3. gains at five sites showed that 1st graders were advancing at least one year. One site showed about one half year's growth.

4. five of six sites showed positive gains in reading ability of 2nd graders. All but one of these sites advanced at least one year.

5. all sites showed improvement in 3rd graders' reading ability--all but one advanced at least one year.

6. three of four sites showed positive growth in fourth graders' reading ability but none met the criterion of one year's growth.

7. five sites showed positive gain for 5th graders but only one met or exceeded one year's growth.

8. sixth graders made positive gains at two of three sites but none were at one year's growth or better.

9. only one site showed gains for 7th graders and this was below one year.

10. two sites out of four showed positive gains for 8th graders but only one of these exceeded one year of growth.

Table X depicts the grade level equivalent gain scores by grade level for DISTAR versus non-DISTAR HEED students. Table XI shows the t-test performed between DISTAR and non-DISTAR HEED children. The following conclusions are based on Tables X and XI:

1. children enrolled in the DISTAR reading program gained more than did their non-DISTAR cohorts at all grade levels except for 3rd where a small difference was in favor of non-HEED children.

2. there was a significant difference between DISTAR and non-DISTAR HEED children as far as reading gains were concerned. On the average, DISTAR children gained 1.46 years while non-DISTAR children gained 0.86 years in reading achievement.

DISTAR Mastery tests were given to all DISTAR children. Unfortunately, the data from Rice School in San Carlos was incomplete and unusable. Figures 1 through 28 depict these data by school, grade level and test part. In general the results of the mastery tests are very positive. A high percentage of most classes achieved 75% mastery or better.

Self Concept. Two methods were utilized to assess changes in self-concept. First the Primary Self Concept Inventory (PSCI) was given to grades K-3 on a pre-post basis. Next, grades 4-8 were given the Self Appraisal Inventory (SAI). Tables XII and XIII depict the results of the PSCI testing. Tables XIV through XX depict the results of using the SAI.

Unfortunately, these tables depict a sad story. In few, if any, cases are significant positive gains in self concept posted.

Special Education. All of the sites utilized the resource room concept for special education. At each site there are comprehensive confidential records for special education students. This past year Hoteville began a special education resource room and over forty youngsters at Sacaton

were evaluated. There were very positive attitudes expressed by teachers and administrators regarding the workshops held related to special education. Appendix F contains information regarding these special education workshops.

Student Group and Individual Participation. Table XXI in Appendix D reports student participation in self-directed activities. Generally students showed a great deal of self direction. There was change from the earlier to the later observation.

In relation to changes in group participation as shown in Table XXII (Appendix D) there was little change over time. The students generally participated to some degree with few assuming leadership roles. Table XXIII (Appendix D) indicates that the ratio of constructive to disruptive behavior stayed about the same for each of the months observed. In all cases the constructive behavior was greater than the disruptive or non-participative.

Appendix G lists field trips taken by HEED children at each site.

Cultural Awareness. Unfortunately no disseminatable products were generated in this phase of Project HEED. The evaluators tried on several occasions to determine the extent of activity in this area but were unsuccessful. Each site was requested to furnish a written report of cultural awareness activities and/or products.

Management Objectives. The management objectives in the proposal were met as follows:

1. Director

a. Establish a handbook of policies and procedures which shall be approved by the following: 1. Policy Advisory Committee, 2. Local Educational Agency Board, 3. The grantee superintendents of participating schools.

Comment: objective was met.

b. Shall confer with and keep fully informed the Policy Advisory Council on all matters relating to personnel, program changes, needs for categorical changes relating to transfer of funds.

Comment: objective was met.

c. Disbursement of funds must be approved by the superintendent of schools who is the legal grantee.

Comment: objective was met.

d. Shall require time lines from both the external auditor and evaluator and a written report describing the basic design which they propose to use in conducting their activities.

Comment: the evaluators have no evidence of external audit time line but furnished theirs to project management.

e. Responsible for external auditor and evaluator reports containing on site visits, pre and post test design, and to receive narrative reports of the results for purpose of dissemination.

Comment: this has generally been met in part with this evaluation report. Evaluative contract was not let early enough for adequate

pre-testing, especially of self concept tests.

f. Shall prepare and disseminate to the participating superintendents, Policy Advisory Council, State Department of Education Laison Officer and United States Office of Education Project Officer, all reports, other than fiscal, required by Title III Section 306 guidelines.

Comment: unknown.

g. Shall visit project sites on an average of once a month to all participating schools, including classrooms. Shall submit a projected itinerary of site visits for the coming month on the last day of each month to the superintendent of schools at Sacaton.

Comment: the monthly visits were met. Schools were pleased with this.

h. Shall plan in concert with the chairman of the Policy Advisory Board a monthly meeting, prepare an agenda and notify all members two weeks in advance.

Comment: objective was met.

i. Shall plan in concert with the superintendent of the Local Educational Agency, the project staff, and the evaluator, workshops and in-service training sessions.

Comment: objective was met.

j. Responsible for and review inventory list of equipment purchased by Project HEED.

Comment: list is on file in Sacaton office.

2. Program Co-ordinator

a. Assists in planning in-service training and seminar workshops.

Comment: objective was met.

b. Carries out tasks related to the above as assigned by the Project Director.

Comment: objective was met.

c. Monitors project at each site at least once a month, and more often as needed.

Comment: this seemed to have been met primarily by the director.

d. Submits written report of site visits to Director within a week of the visit to maintain continuity of project objectives. A copy of this report shall be sent to the superintendent of the school visited.

Comment: there was evidence that site visit reports were not returned to the schools. Principals and teachers would have liked such reports.

3. Educational Specialist

a. Assists in planning and conducting in-service training and workshops.

Comment: objective was met.

b. When needed, assists in on-site development of cultural awareness materials, including preparation for dissemination.

Comment: this apparently was not met as the cultural awareness aspect was not organized in most cases.

c. Insures that these materials are disseminated to all participating

school districts.

Comment: there was no evidence that cultural awareness material was dissemimted to other school districts. None were given to evaluation team.

d. Submits to the Director within a week of site visit a written report of site visited. Her report should include: 1. How she assisted in developing cultural materials. 2. Written progress report on how cultural materials are used at the sites visited. 3. How she assisted in the dissemination process.

Comment: objective was met.

4. Secretary

a. Types correspondence and reports, prepares travel vouchers and requests, handles purchase orders, takes messages, sees that the project central office is covered at all times, maintains files, sends out notices of meetings, maintains all files of Project HEED inventories, including Title III Section 306 property purchased and project funds.

Comment: objective was met.

b. She serves as secretary to all project staff within the central office under the direction of the project director.

Comment: objective was met.

5. Lead Teachers

Teachers will be selected by the local project site administration.

Comment: this was done in some cases but not in others. Occasionally it was decided that a lead teacher was not needed and the principal adequately filled the role.

Following is a description of two of the workshops as well as an evaluation of the presenters at the Flagstaff workshop.

DISTAR WORKSHOP

On September 13 and 14 a two-day workshop was held at Francisco Grande Hotel near Casa Grande for teachers and aides working with DISTAR. Sponsored and staffed by Science Research Associates, the workshop was directed by Mrs. Bonnie Bruington, DISTAR consultant from Colorado. Not only does Mrs. Bruington have actual experience teaching DISTAR, but she demonstrated a keen understanding of the conceptual foundation on which the program is built.

After making a preliminary presentation on DISTAR to the group, some of whom had never used it, Mrs. Bruington then asked for written questions and in the afternoon answered most of them, asking some of the inquirers to see her after the meeting for more in-depth discussion of particular problems. Breaking into small groups, the participants each had an opportunity to try teaching a DISTAR lesson with her small group's members making helpful suggestions for improvement.

The eighteen HEED teachers and aides who attended the workshop, representing three project schools, felt they had benefited appreciably from the experience.

UNIVERSITY OF ARIZONA WORKSHOP

The University of Arizona's Teacher Education Program for Indian Students sponsored a three-day workshop on the campus in Tucson February 28 through March 2 called a Bilingual-Bicultural Workshop.

The first day only student teachers from the U. of A. Program attended, along with three HEED staff members. The last two days, teachers from reservation schools participated including nineteen Project HEED teachers from three project schools.

The first and second days the workshop opened with a video-tape made at the Indian Cultural Center in Tuba City, explaining the Center's purpose and procedures.

Then Marjorie Thomas, Director of the Center, instructed and assisted the participants in weaving, using very simple looms, string, and yarn, and in making moccasins from felt and jewelry from aluminum cans.

Some old Indian games were played by the participants and Mrs. Thomas answered many questions about the Center and the various materials and ideas she brought and displayed at the workshop.

Mean Ratings of Presenters in Flagstaff Workshop

(See Appendix H for questionnaire)

	Question Number									
Name	1	2	3	4	5	6	7	8	9	10
Joyce Kohfeldt	4.3	4.2	4.4	4.1	4.5	4.0	4.3	4.4	4.3	4.2
Jose Ramon	3.6	3.6	3.5	3.6	3.7	3.3	3.8	3.8	3.9	3.5
Jack Jackson	3.9	4.3	4.3	4.1	3.9	3.7	4.0	4.1	4.0	3.8
Olin Houghton	3.1	3.4	3.3	3.3	3.5	3.4	3.4	3.0	3.0	2.9
Carletta Joseph	4.7	4.4	4.7	4.6	4.7	4.2	4.6	4.6	4.6	4.6
Don Johnsen	4.2	4.1	4.3	4.2	4.7	4.1	4.2	4.3	4.6	4.5
Senator Hubbard	3.4	3.4	3.6	3.6	4.0	3.8	3.7	3.9	3.7	3.4
Jess Stevens	4.3	4.2	4.3	3.9	3.6	4.1	3.8	4.1	4.1	3.8
Annie More Show	3.8	3.8	3.9	3.8	3.6	4.0	3.8	3.6	4.0	3.7
Irvy Goossen	4.1	4.1	4.2	3.8	4.2	4.1	4.1	4.1	4.2	3.9
Edith Slinger	3.5	3.7	3.6	3.5	3.8	3.7	3.9	3.8	3.6	3.7
Rev. Curtiss Bunney	4.8	3.5	3.5	3.0	3.3	3.0	3.5	4.0	3.5	3.8
Ron Bodiroya	4.2	4.3	4.2	4.2	4.0	4.0	4.2	3.9	4.0	4.0
Mr. Nash	3.5	3.8	3.4	3.6	3.8	3.6	3.9	3.9	3.9	3.5
Darlene Jennings	4.0	3.9	3.9	3.9	3.6	3.8	4.1	3.9	3.9	3.8
Vernon Masayesva	3.7	3.9	3.7	3.6	3.9	3.5	4.0	3.8	3.7	3.7
Tony Machukay	3.5	3.6	3.4	3.7	3.4	3.6	3.4	3.6	3.5	3.3
James Biglin	4.1	3.8	4.0	3.7	4.2	3.6	3.9	3.9	3.9	2.8

The scale used would have 5 as a perfect rating and 1 as lowest.

IV. Summary of Objectives and Accomplishments

Goal 1. Improvement of Reading Skills:

This goal was met especially well at kindergarten through the third grade levels. Generally all grades advanced at least one grade level over the past year. Those classes of DISTAR seemed to be especially successful in improving reading skills.

By the fourth, fifth and sixth grades positive growth was still shown but the rate had slowed down. While most classes gained, they were generally less than one grade level on the average.

Many of the 7th and 8th grades showed little or no growth in reading skills. Those that did were slight.

The above findings are similar to other studies which show that Indian children do quite well at the primary grades, start falling behind at about the 4th and 5th grades and are well behind by the 7th and 8th grades.

Goal 2. Development of Cultural Awareness and Self Concept:

There was little or no change in self concept between the pre and post tests. This may have been due to the lateness of the giving the self concept for the earlier grades but also show the usual findings of Indian children self concept declining as they advance in school.

There was evidence at some schools of cultural awareness programs starting but in most cases seemed far behind schedule.

Goal 3. Meeting the Special Education Needs of the Indian Children:

There were very positive attitudes toward the Special Education

Consultants brought in by HEED. Both administrators and teachers felt these people were especially helpful.

V. Recommendations to Project Management

1. Because positive gain scores in reading had been obtained at the primary grades, reading programs should be continued this next year with continued emphasis at the 4th and 5th grades to see if the trend to begin dropping behind at that point could be reversed. This could be a real opportunity to determine if intensive reading programs could be effective for a longer period of time for Indian children.

2. If cultural awareness is to be included in the program, it should be planned early and carried throughout the school year.

3. In future evaluations there should be closer control of data collection for evaluation purposes. If this cannot be done by HEED staff then additional resources should be provided evaluation team to accomplish this purpose.

4. The evaluation team should be chosen early in the project in order to collect adequate pre-test data.

5. If positive gains in self concept are to be an objective of the program in the future then more activities to strengthen self concept should be included at all levels at each of the school sites.

Appendix A

Tables I-XX

Table I

Mean Scores as Grade Equivalents

Comparison by Site

Kindergarten

Reading (WRAT)

Site	N	Mean Scores
Many Farms	3	K.67
Peach Springs*	3	0
Sacaton	5	K.82
San Carlos	3	K.5
Sells	3	1.2
St. Charles	3	1.03

*Peach Springs was the only non Distar kindergarten in the sample.

Table II

Mean Scores as Grade Equivalents

Comparison by Site

1st Grade

Reading (WRAT or SRA)

Site	N	Pre	Post	Gain
Many Farms	6	K.82	1.3	+0.48
Peach Springs	4	K.35	1.48	+1.13
Sacaton	6	K.65	1.67	+1.02
San Carlos	7	K.33	1.36	+1.03
Sells	-	--	--	--
St. Charles	5	1.38	2.38	+1.00

Table III

Mean Scores as Grade Equivalents

Comparison by Site

2nd Grade

Reading (WRAT)

Site	N	Pre	Post	Gain
Many Farms	5	1.38	2.68	+1.3
Peach Springs	4	1.37	2.88	+1.51
Sacaton	4	1.63	2.83	+1.2
San Carlos	3	2.3	1.9	-0.4
Sells	4	2.1	2.4	+0.4
St. Charles	5	2.2	4.5	+2.3

Table IV

Mean Scores as Grade Equivalents

Comparison by Site

3rd Grade

Reading (SRA)

Site	N	Pre	Post	Gain
Many Farms	5	3.55	5.56	+2.01
Peach Springs	5	2.23	4.3	+2.07
Sacaton	6	2.08	2.93	+ .85
San Carlos	4	0.9	1.9	+1.0
Sells	3	2.1	3.1	+1.0
St. Charles	5	2.72	4.48	+1.76

Table V

Mean Scores as Grade Equivalents

Comparison by Site

4th Grade

Reading (SRA)

Site	N	Pre	Post	Gain
Many Farms	5	3.98	4.6	+0.62
Peach Springs	6	3.0	3.4	+0.4
Sacaton	5	3.05	3.94	+0.89
San Carlos	5	--	2.88	--
Sells	4	2.7	2.1	-0.6

Table VI

Mean Scores as Grade Equivalents

Comparison by Site

5th Grade

Reading (SRA)

Site	N	Pre	Post	Gain
Many Farms	4	4.25	4.6	+0.35
Peach Springs	4	3.43	4.33	+0.9
Sacaton	3	4.27	4.63	+0.36
San Carlos	6	2.8	3.02	+ .22
Sells	3	3.1	4.62	+1.52

Table VII

Mean Scores as Grade Equivalents

Comparison by Site

6th Grade

Reading (SRA)

Site	N	Pre	Post	Gain
Peach Springs	4	3.43	3.93	+0.5
Sacaton	5	3.37	4.28	+0.91
San Carlos	5	—	2.64	--
Sells	4	3.9	3.73	-0.17

Table VIII

Mean Scores as Grade Equivalents

Comparison by Site

7th Grade

Reading (SRA)

Site	N	Pre	Post	Gain
Peach Springs	3	5.1	5.1	0
Sacaton	7	3.37	3.99	+0.62
San Carlos	4	--	3.03	--
Sells	4	6.1	5.5	-0.6

Table IX

Mean Scores as Grade Equivalents

Comparison by Sites

8th Grade

Reading (SRA)

Site	N	Pre	Post	Gain
Peach Springs	4	4.23	5.75	+1.52
Sacaton	4	3.7	3.0	-0.7
San Carlos	4	4.33	4.73	+0.4
Sells	4	4.40	4.13	-0.27

Table X

Mean Gain Scores as Grade Equivalents

for Distar versus non Distar children

by Grade Level

Grade	Distar	Non Distar
1	1.47 (12)*	0.414 (7)
2	1.53 (16)	1.1 (4)
3	1.65 (13)	1.71 (9)
4	1.03 (4)	0.29 (10)

*Number in parenthesis refers to sample size.

Table XI

t-test for Distar vs Non Distar

Reading Gains

	Mean Gain	t Value	df
Distar	1.46	3.146*	73
Non Distar	.86		

*Significant at the 0.05 level.

Table XII

Primary Self-Concept Inventory

Girls

Grade	N	# Gain	# Loss	# Stat.	% Gain	% Loss	% Stat.	Median					t-test
									Dom. I	Dom. II	Dom. III	Total	
K	8	3	2	3	37.5	25	37.5	Pre	3.38	3.00	3.50	9.88	+0.7670
								Post	3.38	3.00	4.38	10.75	
1	8	4	4	0	50	50	0	Pre	3.75	4.50	5.38	13.00	-0.2023
								Post	4.50	3.38	5.00	12.75	
2	14	5	4	5	36	28	36	Pre	5.43	4.43	5.64	15.50	0.0000
								Post	5.36	4.57	5.57	15.50	
3	9	3	4	2	33	45	22	Pre	5.44	4.89	5.89	16.22	-0.6494
								Post	5.11	4.89	5.44	15.44	

Table XIII

Primary Self-Concept Inventory

Boys

Grade	N	Gain	Loss	Stat.	Gain	Loss	Stat.	Median					t-test
									Dom. I	Dom. II	Dom. III	Total	
K	7	2	4	1	29	57	14	Pre	4.29	4.00	4.57	12.86	-0.7500
								Post	4.14	3.29	4.57	12.00	
1	6	3	3	0	50	50	0	Pre	4.33	3.67	5.00	13.00	-0.5346
								Post	4.00	3.67	4.50	12.17	
2	7	1	6	0	14	86	0	Pre	4.86	4.29	5.86	15.00	-2.6736*
								Post	3.71	3.29	4.71	11.71	
3	11	5	3	3	46	27	27	Pre	4.55	3.73	5.18	13.82	+1.6633
								Post	5.18	4.64	5.91	15.73	

*Significant at .05 level

Table XIV

Hoteville
Self-Concept Category Results
Percentage-Positive Responses

Grade	N	Peer		Family		School		General	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
4th (1974)	4		.40		.60		.56		.60
4th (1973)	5	.53	.28	.56	.58	.46	.12	.62	.26
5th (1974)	2		.60		.65		.63		.63
5th (1973)	6	.60	.49	.69	.47	.60	.43	.52	.50
6th (1974)	4		.48		.65		.40		.49
6th (1973)	8	.57	.49	.62	.53	.55	.33	.59	.53

Table XV

Many Farms
Self-Concept Category Results
Percentage-Positive Responses

Grade	N	Peer		Family		School		General	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
E 3rd (1973)	23	.54	.74	.42	.64	.37	.61	.39	.65
C 3rd (1973)	17	.50	.65	.63	.59	.33	.47	.33	.68
C 3rd (1973)	21	.57	.79	.57	.54	.39	.41	.42	.69
4th (1974)	5		.69		.85		.76		.70
E 4th (1973)	24	.57	.58	.61	.59	.54	.53	.60	.57
C 4th (1973)	22	.59	.45	.65	.62	.59	.56	.65	.47
C 4th (1973)	18	.59	.48	.65	.53	.59	.46	.65	.46
5th (1974)	4		.66		.71		.65		.71
E 5th (1973)	24	.48	.53	.54	.70	.47	.63	.63	.56
C 5th (1973)	17	.53	.64	.59	.66	.58	.64	.62	.56
C 5th (1973)	19	.52	.61	.62	.66	.57	.64	.60	.64

E - Experimental Classroom
C - Control Classroom

Table XVI

Peach Springs
Self-Concept Category Results
Percentage-Postive Responses

Grade	N	Peer		Family		School		General	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
3rd (1973)	13	.77	.72	.61	.39	.20	.27	.50	.62
4th (1974)	4		.45		.58		.45		.44
4th (1973)	12	.63	.78	.59	.50	.54	.50	.73	.58
5th (1974)	4		.48		.66		.51		.70
5th (1973)	13	.60	.58	.67	.56	.63	.45	.70	.49
6th (1974)	4		.54		.59		.50		.56
6th (1973)	12	.58	.43	.65	.50	.72	.35	.73	.57
7th (1974)	3		.48		.62		.50		.65
7th (1973)	13	.65	.60	.65	.60	.60	.48	.64	.55
8th (1974)	5		.50		.63		.44		.58
8th (1973)	9	.62	.54	.65	.59	.58	.43	.62	.54

Table XVII

Sacaton
Self-Concept Category Results
Percentage Positive Responses

Grade	N	Peer		Family		School		General	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
3rd (1973)	23	.47	.77	.50	.65	.40	.54	.37	.52
4th (1974)	5		.44		.68		.47		.44
4th (1973)	19	.57	.44	.58	.48	.53	.50	.61	.56
5th (1974)	7		.64		.81		.75		.67
5th (1973)	24	.60	.58	.63	.51	.55	.41	.65	.60
6th (1974)	5		.57		.67		.50		.56
6th (1973)	28	.57	.51	.64	.55	.58	.46	.74	.63
7th (1974)	6		.56		.72		.54		.64
7th (1973)	23	.51	.55	.59	.60	.53	.39	.58	.58
8th (1974)	3		.73		.60		.57		.60
8th (1973)	22	.56	.57	.70	.70	.55	.43	.65	.56

Table XVIII

San Carlos Rice
Self-Concept Category Results
Percentage-Positive Responses

Grade	N	Peer		Family		School		General	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
3rd (1973)									
4th (1974)	3		.53		.48		.58		.57
4th (1973)	25	.85	.63	.67	.57	.78	.44	.77	.74
5th (1974)	6		.54		.65		.55		.60
5th (1973)	21	.62	.58	.62	.51	.57	.41	.63	.60
6th (1974)	5		.56		.64		.63		.51
6th (1973)	28	.52	.51	.56	.55	.53	.46	.60	.63
7th (1974)	4		.67		.63		.60		.66
7th (1973)	23	.53	.55	.61	.60	.46	.39	.58	.58
8th (1974)	4		.68		.71		.68		.73
8th (1973)	22	.53	.57	.57	.70	.45	.43	.63	.56

Table XIX

Sells
Self-Concept Category Results
Percentage-Positive Responses

Grade	N	Peer		Family		School		General	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
3rd (1973)	9	.70	.85	.56	.52	.33	.33	.50	.50
4th (1974)	4		.43		.65		.46		.48
4th (1973)	22	.61	.38	.83	.51	.61	.49	.70	.45
5th (1974)	3		.43		.53		.43		.47
5th (1973)	22	.62	.58	.61	.68	.58	.59	.68	.65
6th (1974)	4		.56		.61		.54		.65
6th (1973)	28	.49	.63	.53	.70	.53	.58	.61	.59
7th (1974)	4		.69		.73		.67		.71
7th (1973)**	12	.54		.53		.53		.61	
8th (1974)	4		.66		.65		.63		.65
8th (1973)**	9	.52		.55		.48		.54	

**These classes were not post-tested with self-appraisal inventory.

Table XX

Topowa
Self-Concept Category Results
Percentage-Postive Responses

Grade	N	Peer		Family		School		General	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post
4th (1974)	4		.55		.70		.66		.64
4th (1973)	35	.61	.47	.66	.64	.63	.57	.70	.51
5th (1974)	3		.45		.47		.43		.57
5th (1973)	28	.51	.57	.56	.61	.59	.56	.67	.58
6th (1974)	4		.65		.64		.56		.65
6th (1973)	24		.45		.67		.45		.52

Appendix B

Figures 1-28

Figure 1.

Many Farms
2nd Grade
Distar Reading I
Part A

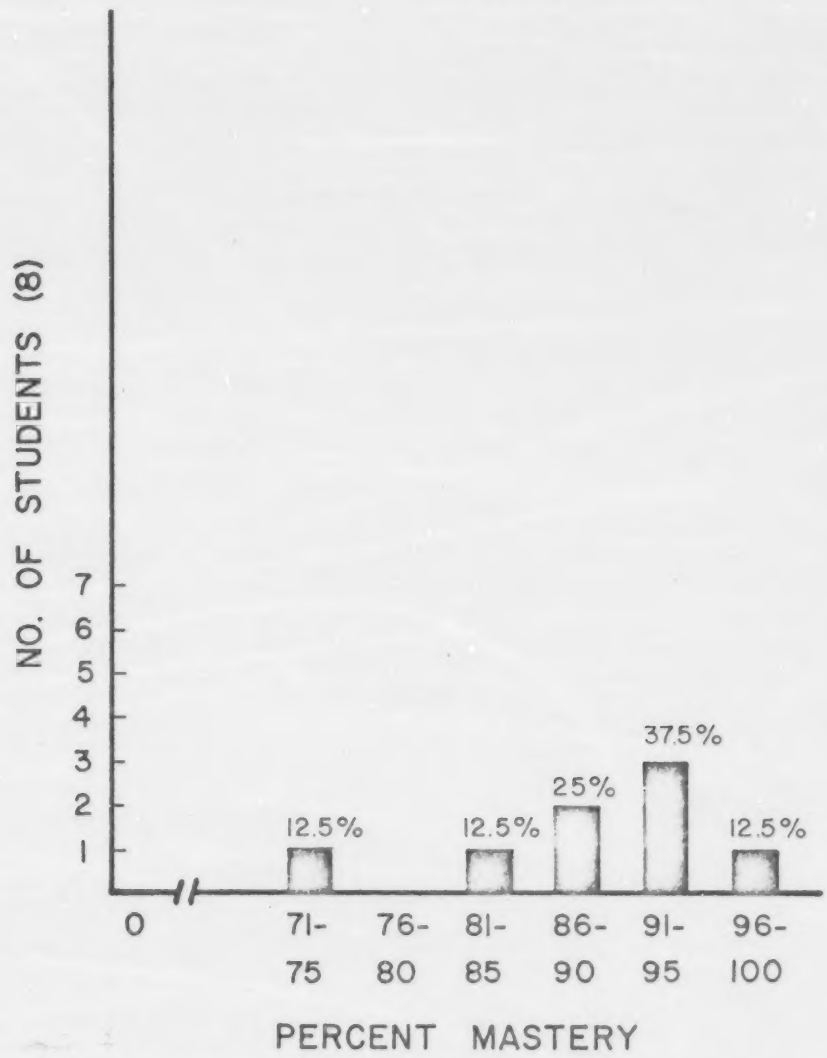


Figure 2.

Many Farms
2nd Grade
Distar Reading I
Part B

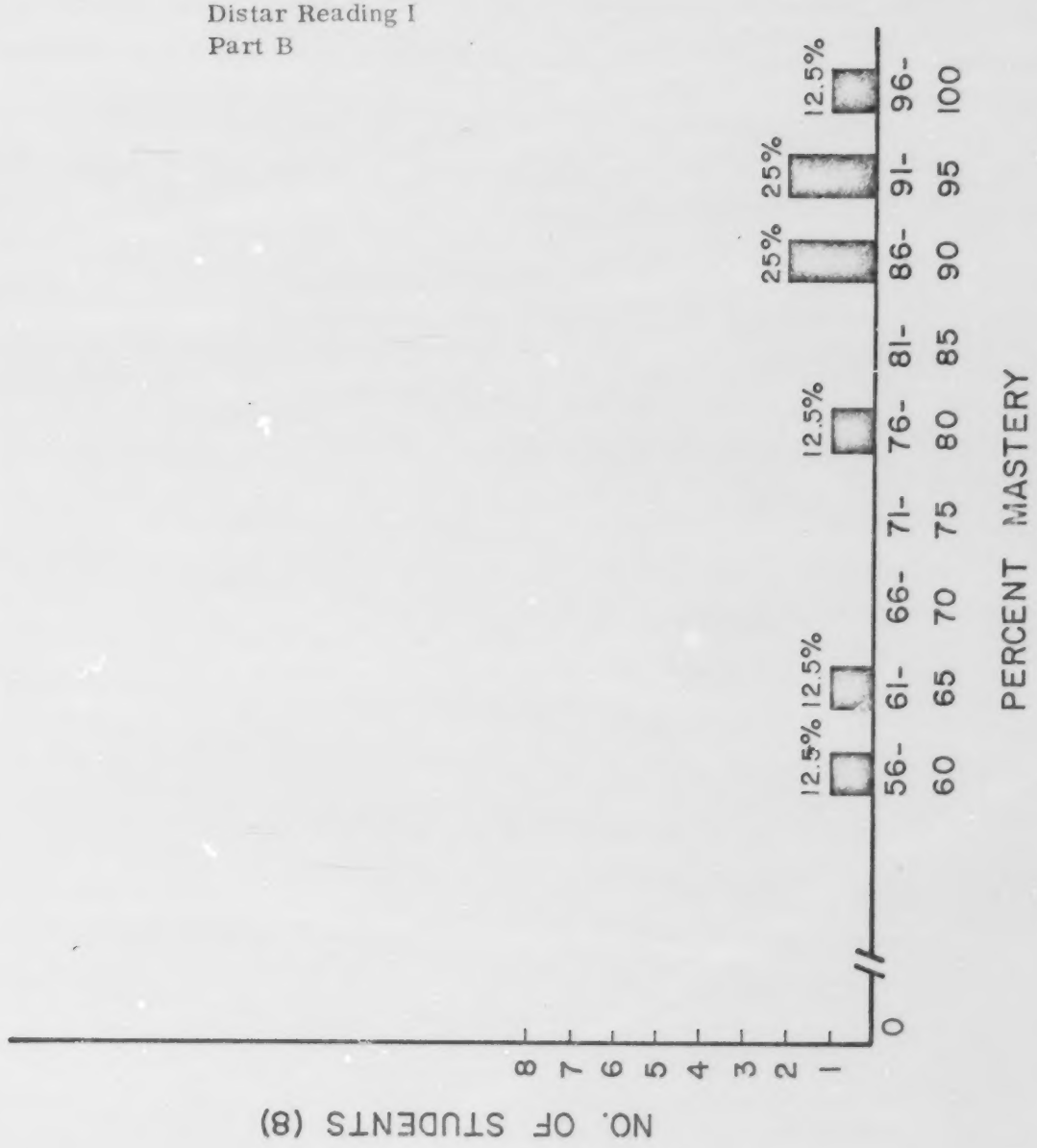


Figure 3.

Many Farms
2nd Grade
Distar Reading I
Part C

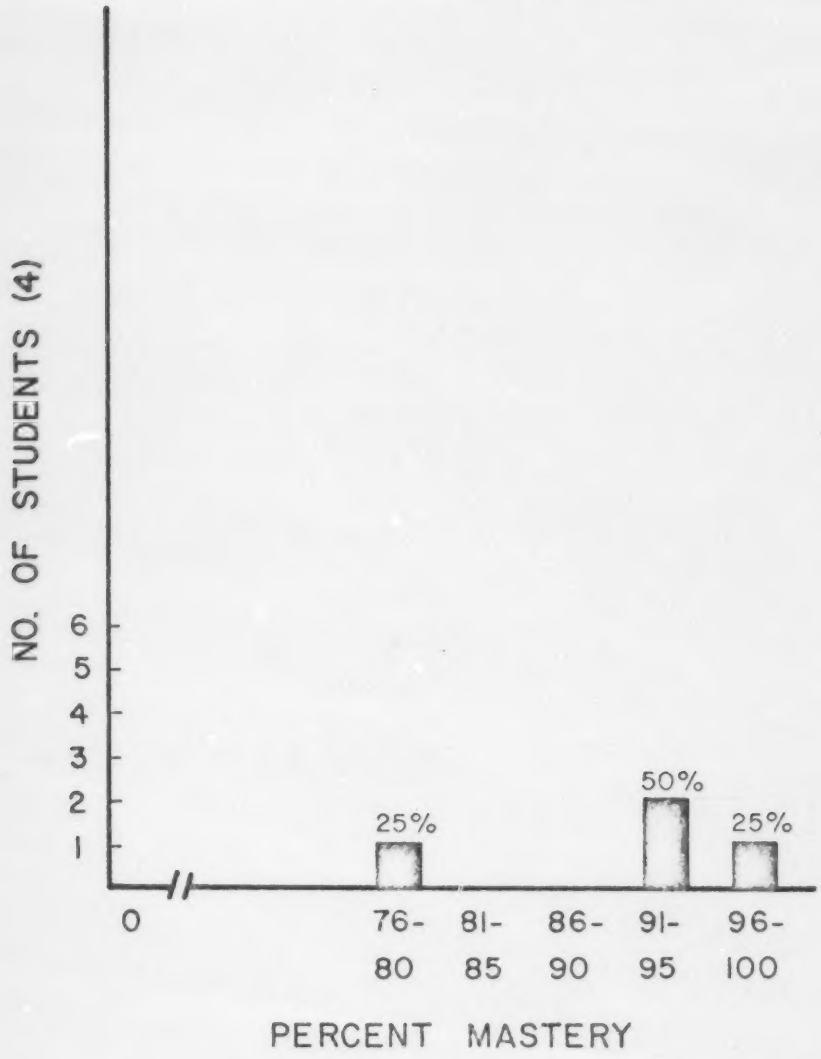


Figure 4.

Many Farms
2nd Grade
Distar Reading II
Part A

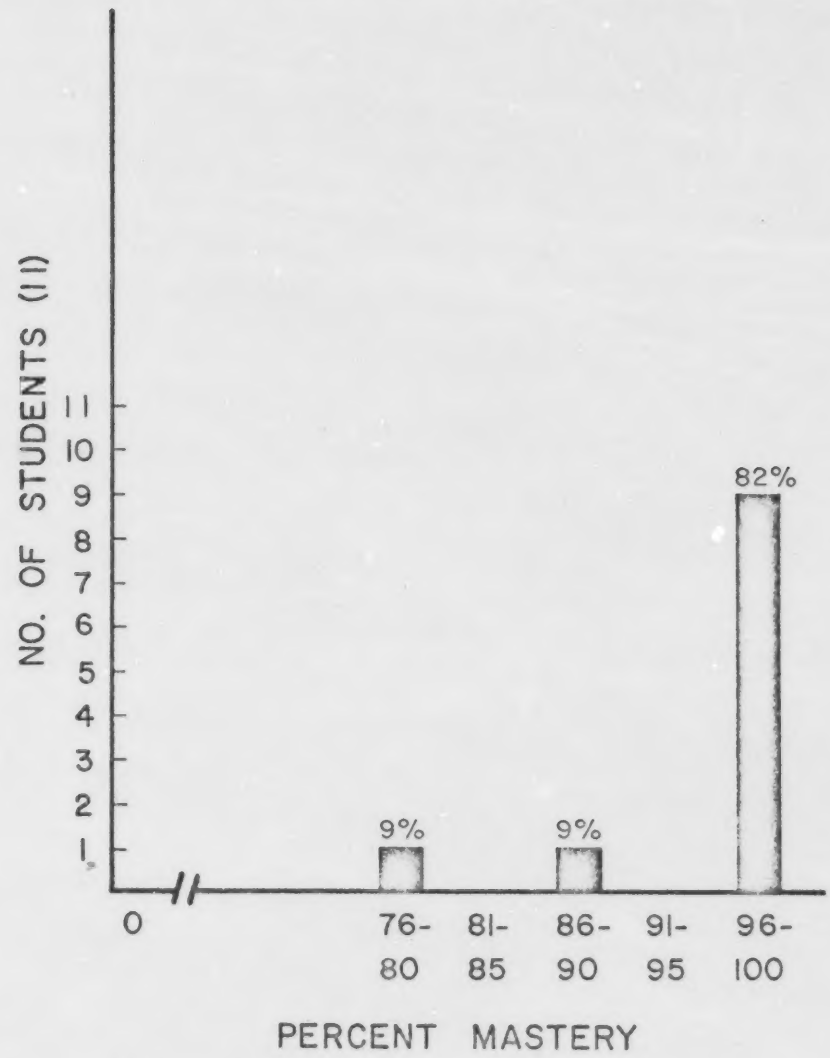


Figure 5.

Many Farms
2nd Grade
Distar Reading II
Part B

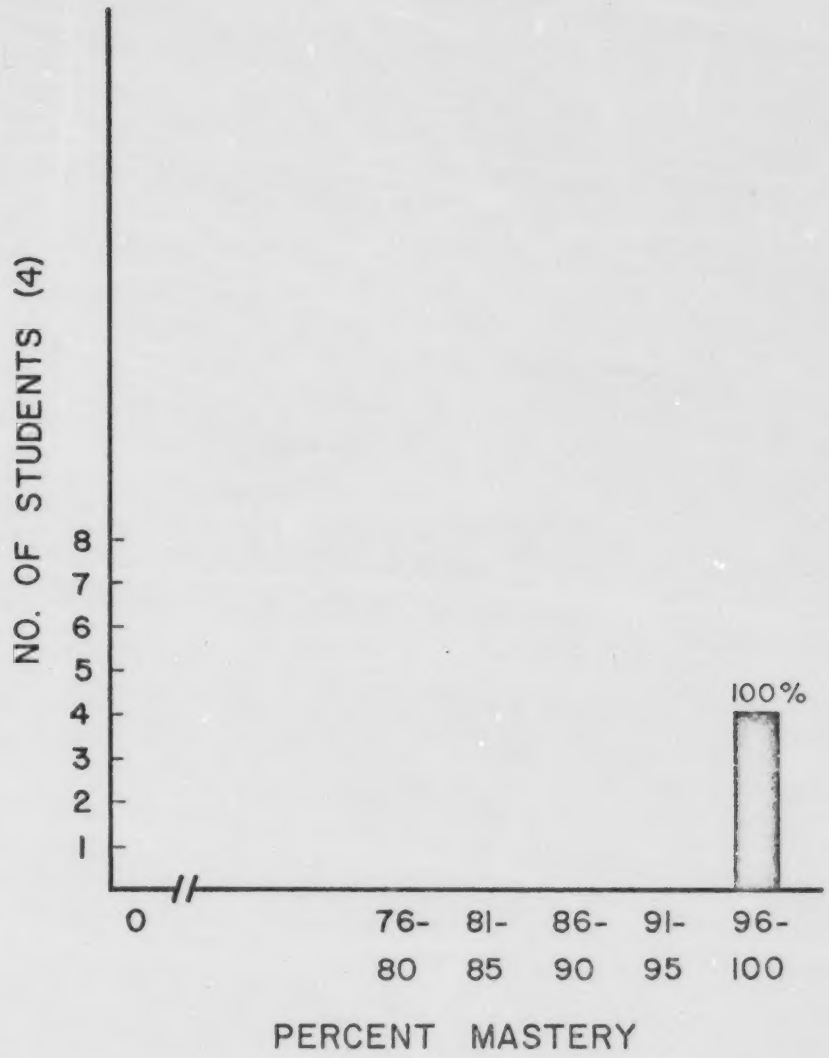


Figure 6.

Many Farms
3rd Grade
Distar Reading II
Part A

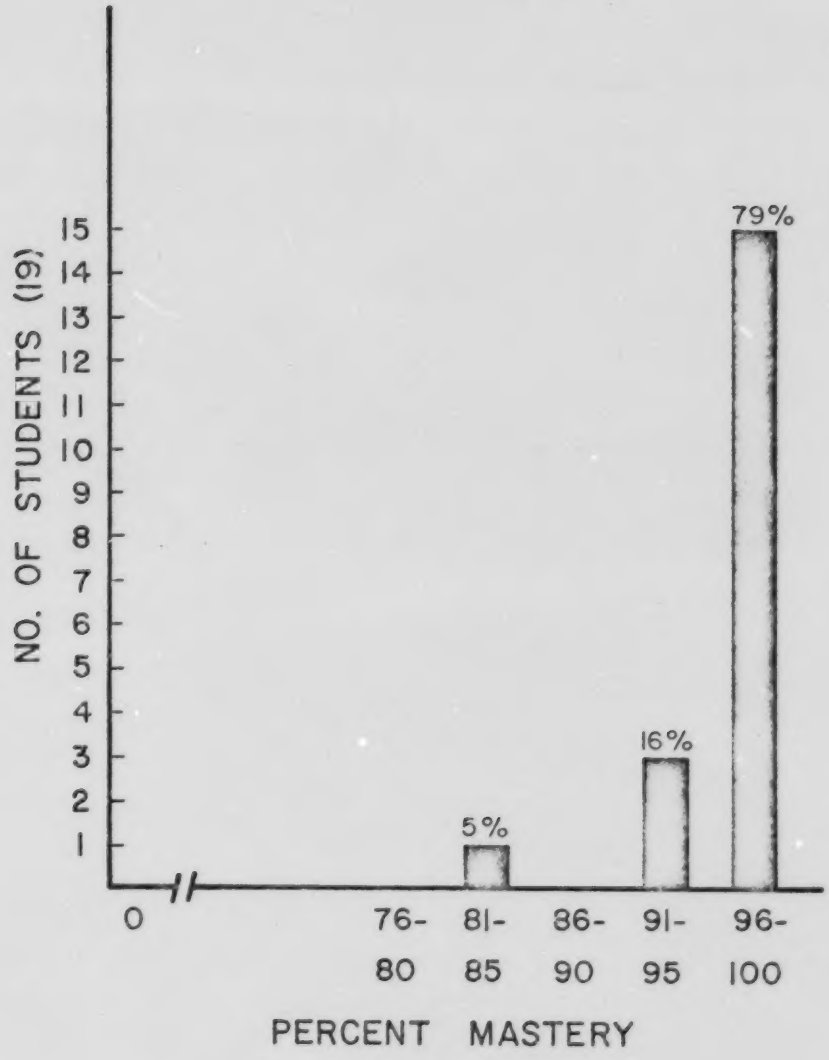


Figure 7.

Many Farms
3rd Grade
Distar Reading II
Part B

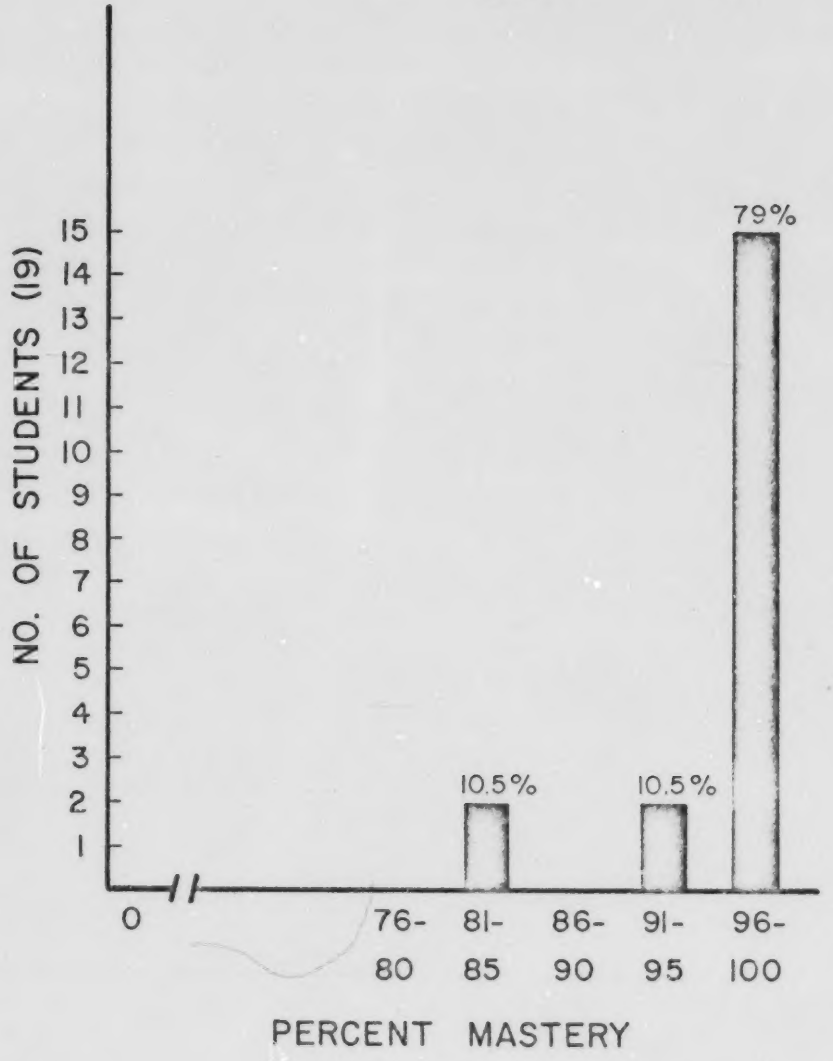


Figure 8.

Many Farms
3rd Grade
Distar Reading II
Part C

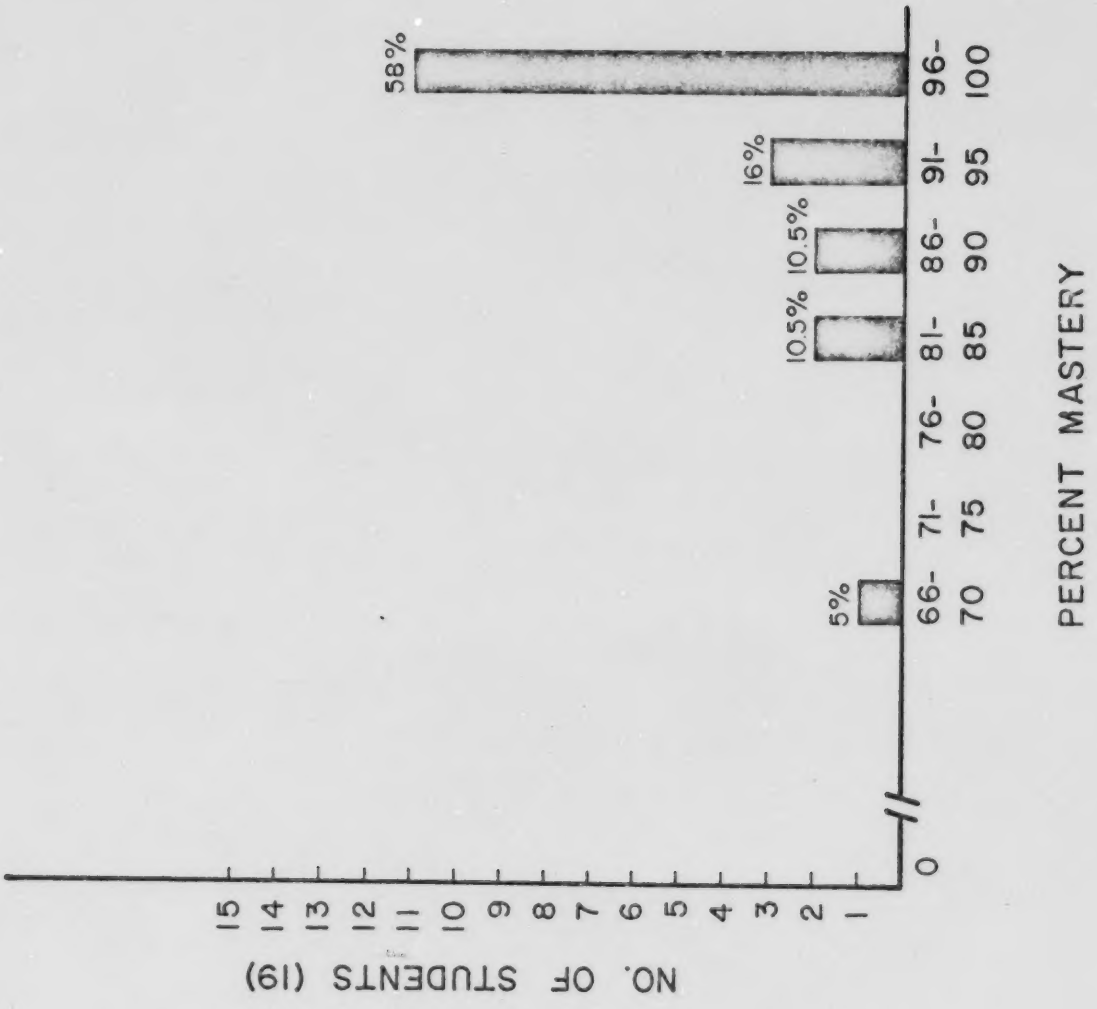


Figure 9.

Peach Springs
1st Grade
Distar Reading I
Part A

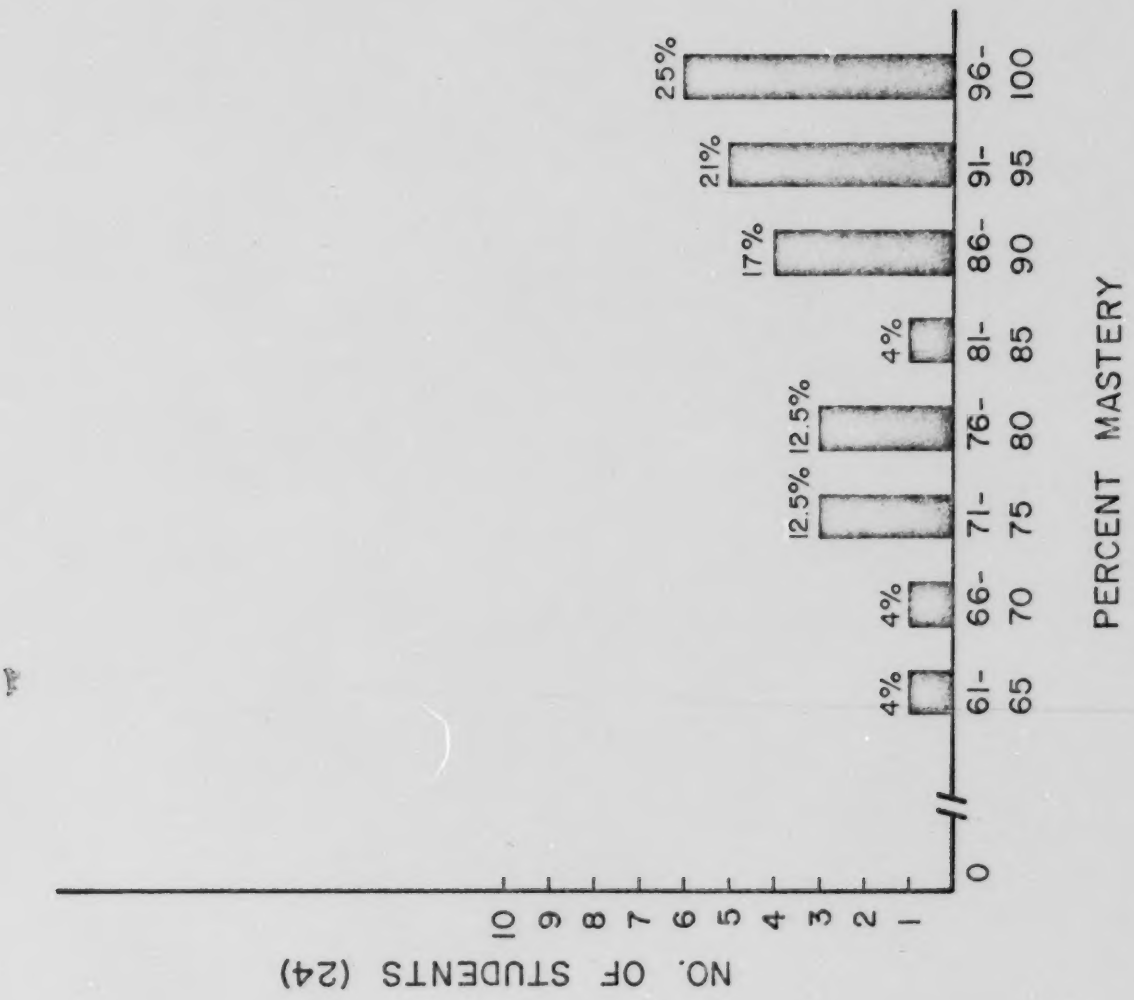


Figure 10.

Peach Springs
1st Grade
Distar Reading I
Part B

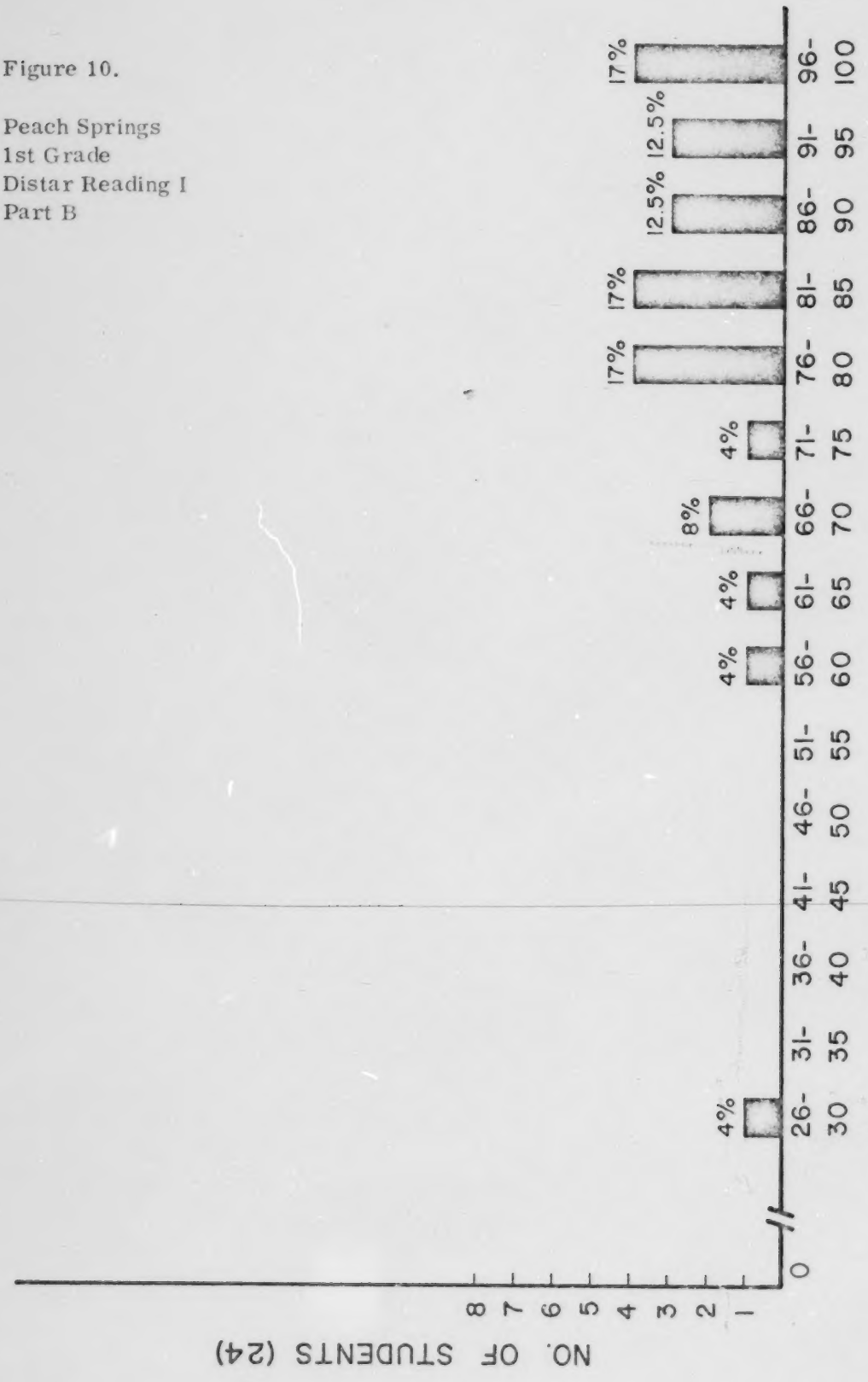


Figure 11.

Peach Springs
1st Grade
Distar Reading I
Part C

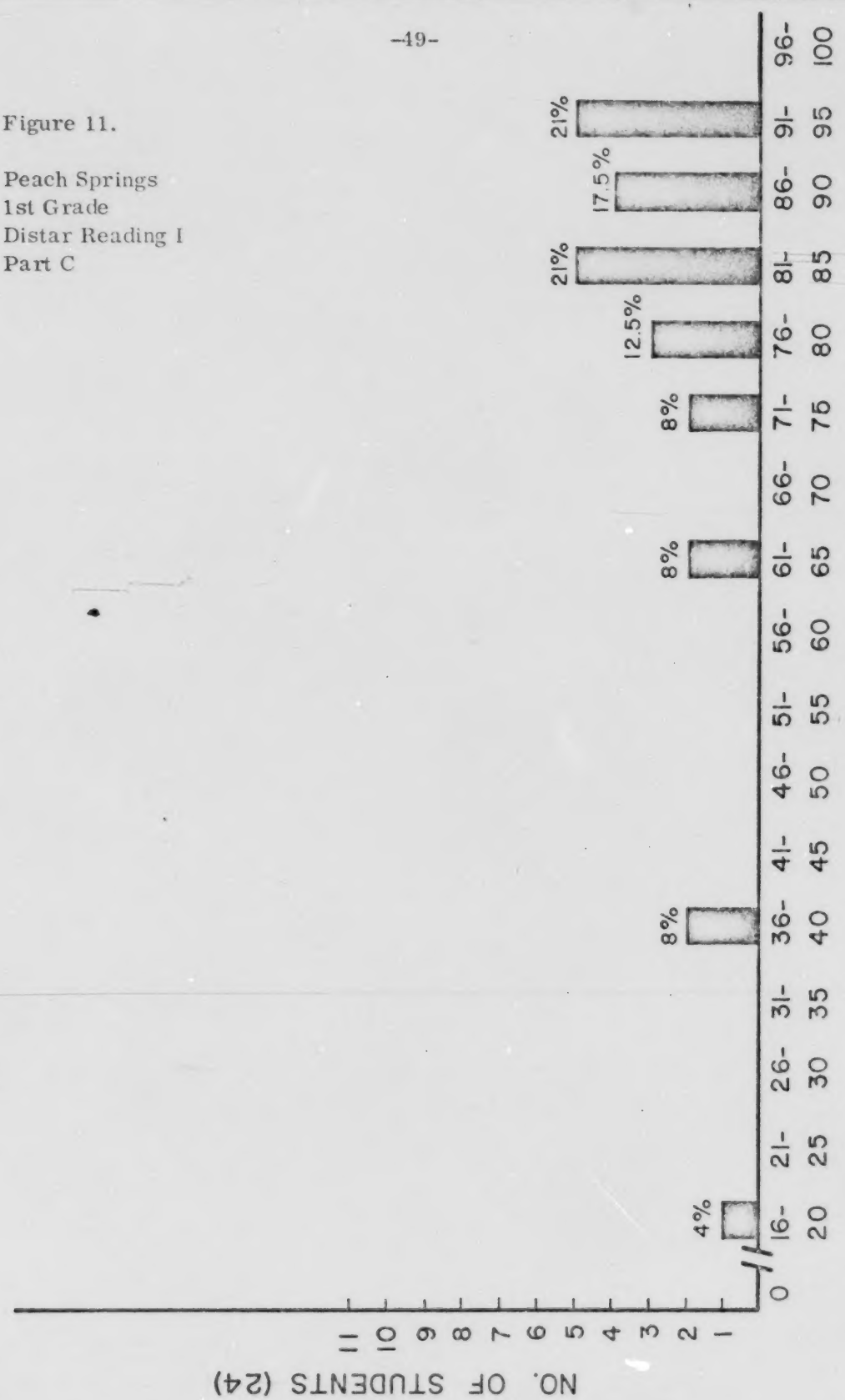


Figure 12.

Sacaton
1st Grade
Distar Reading I
Part A

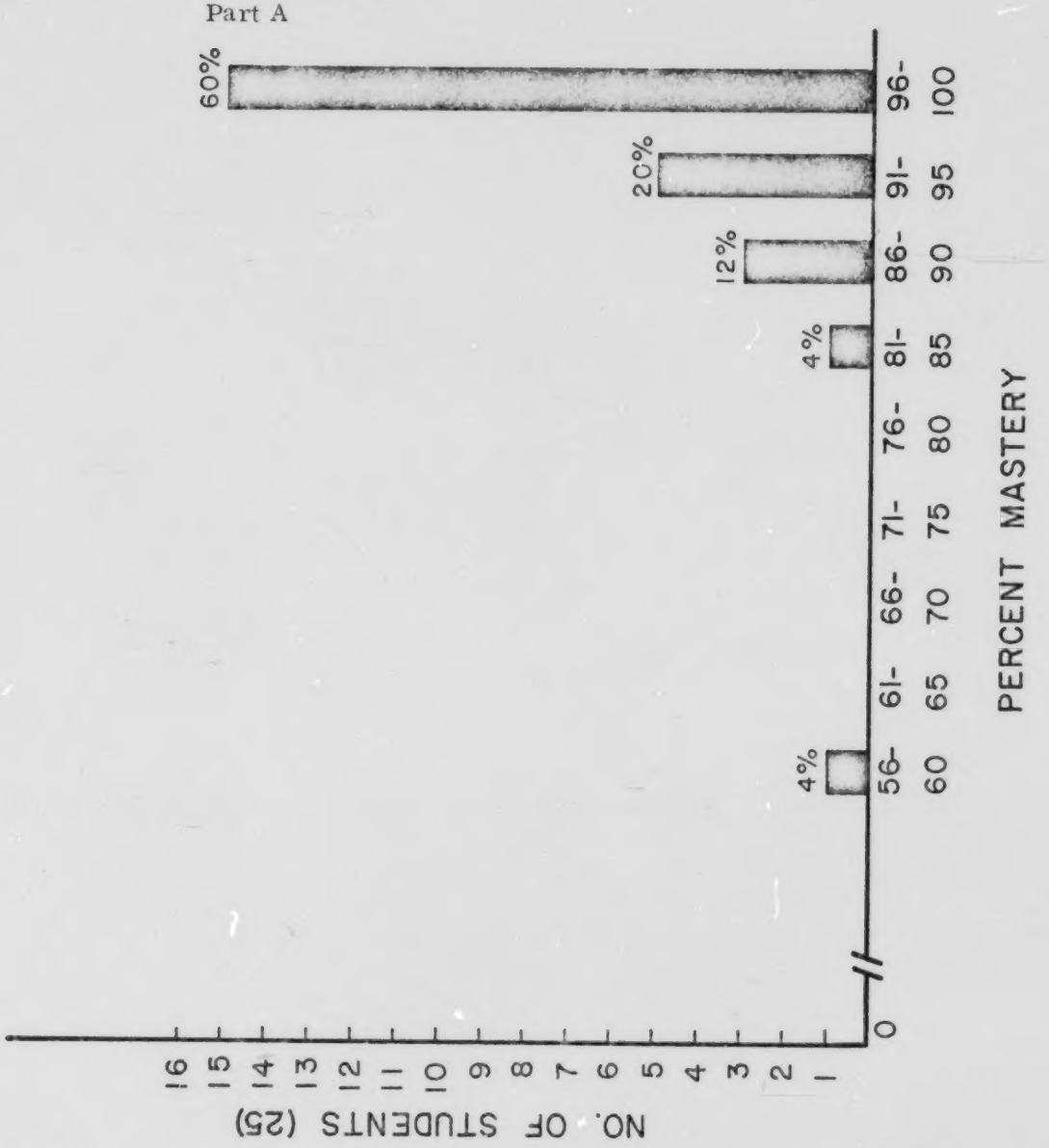


Figure 13.

Sacaton
1st Grade
Distar Reading I
Part B

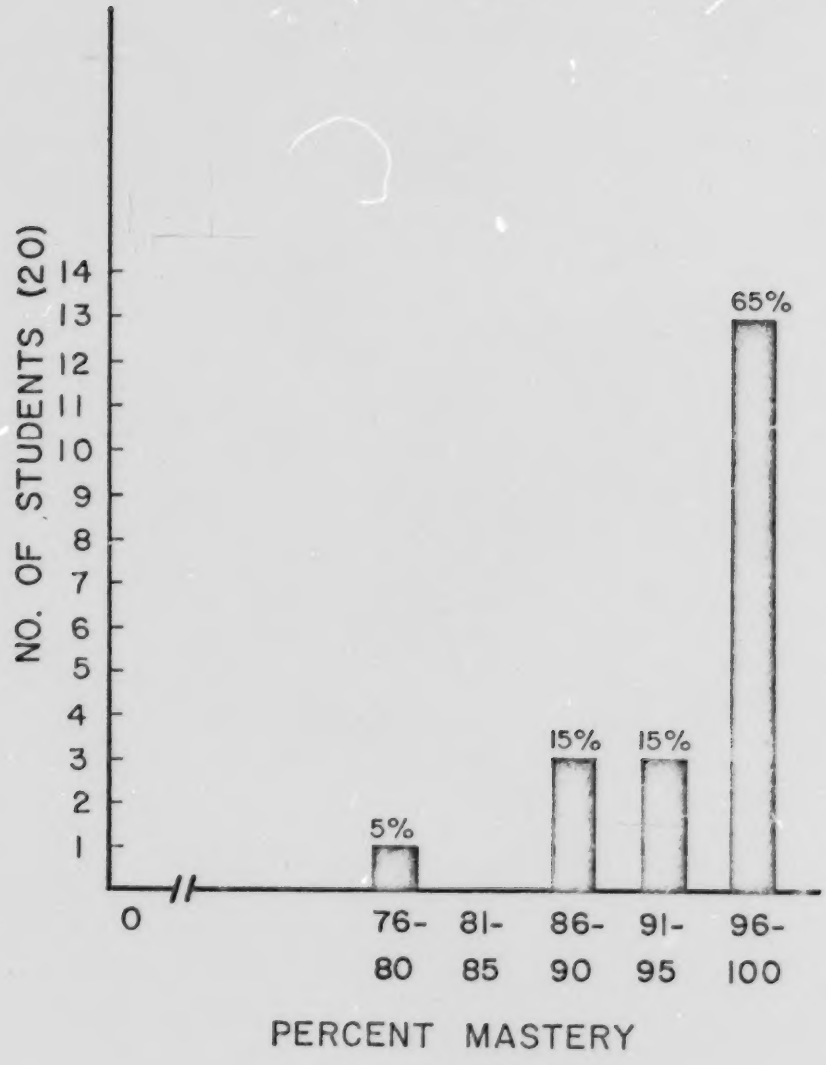


Figure 14.

Sacaton
1st Grade
Distar Reading I
Part C

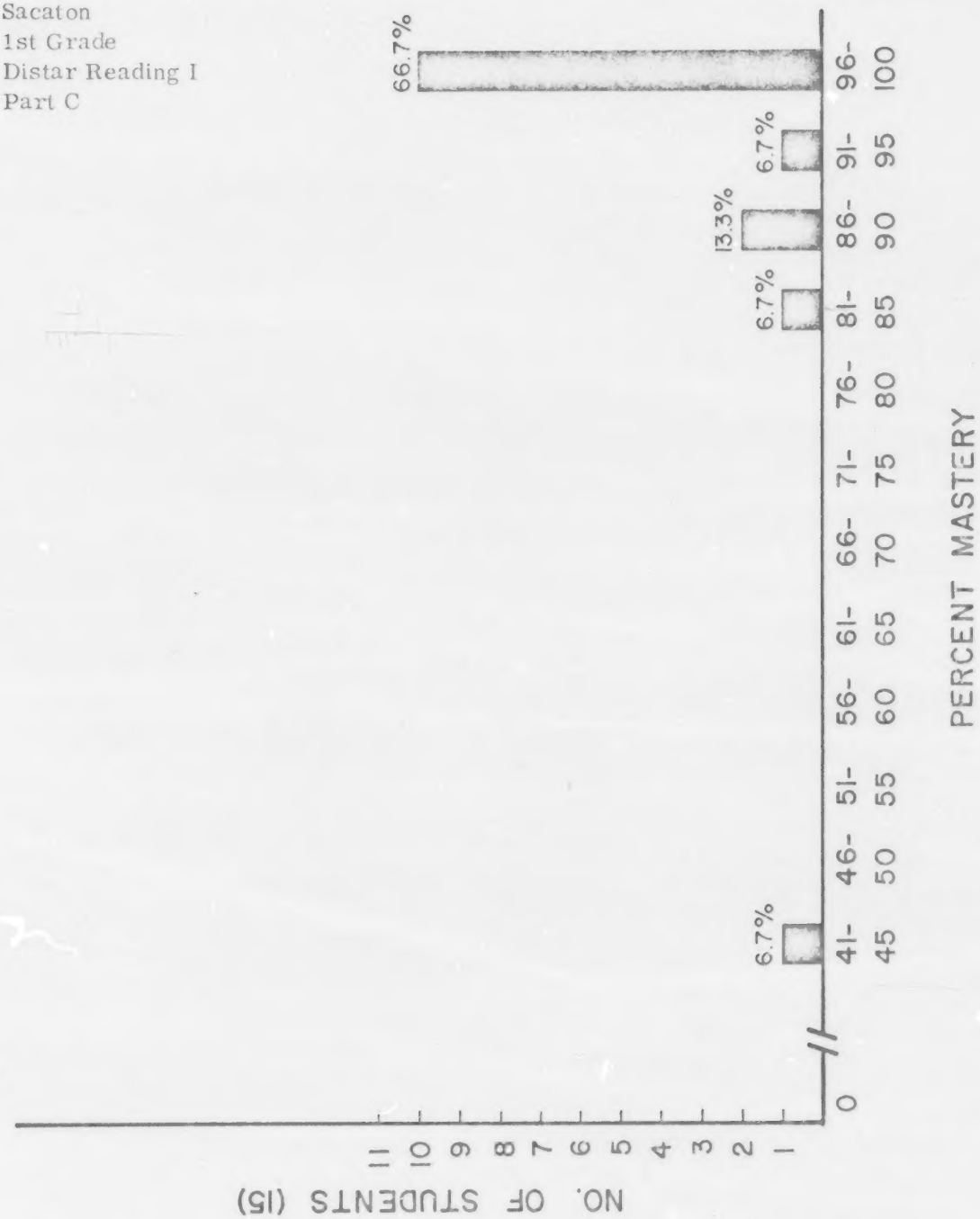


Figure 15.

Sacaton
2nd Grade
Distar Reading I
Part A

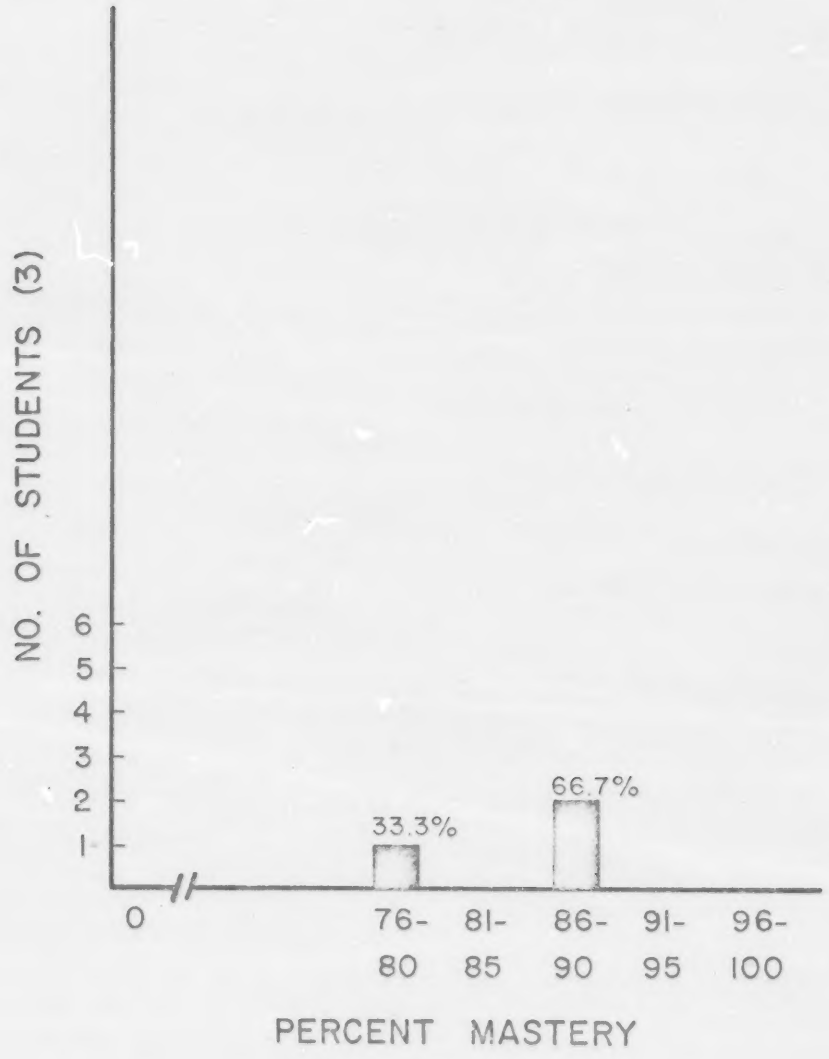


Figure 16.

Sacaton
2nd Grade
Distar Reading I
Part B

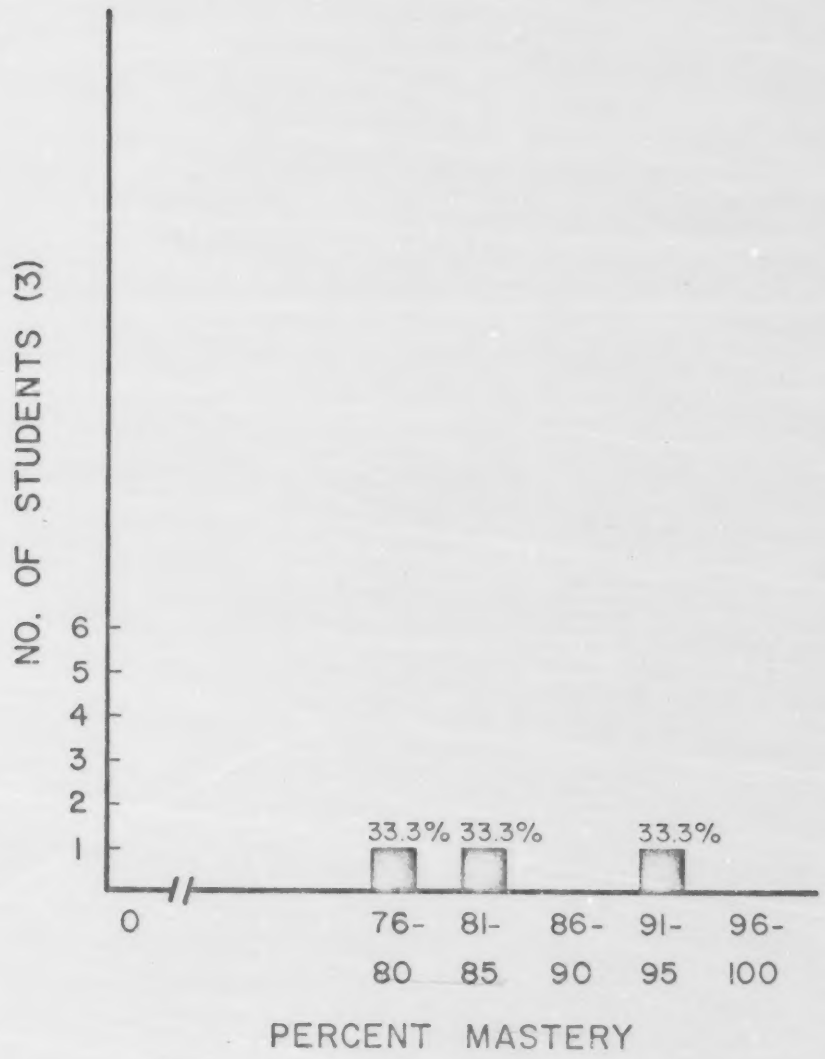


Figure 17.

Sacaton
2nd Grade
Distar Reading I
Part C

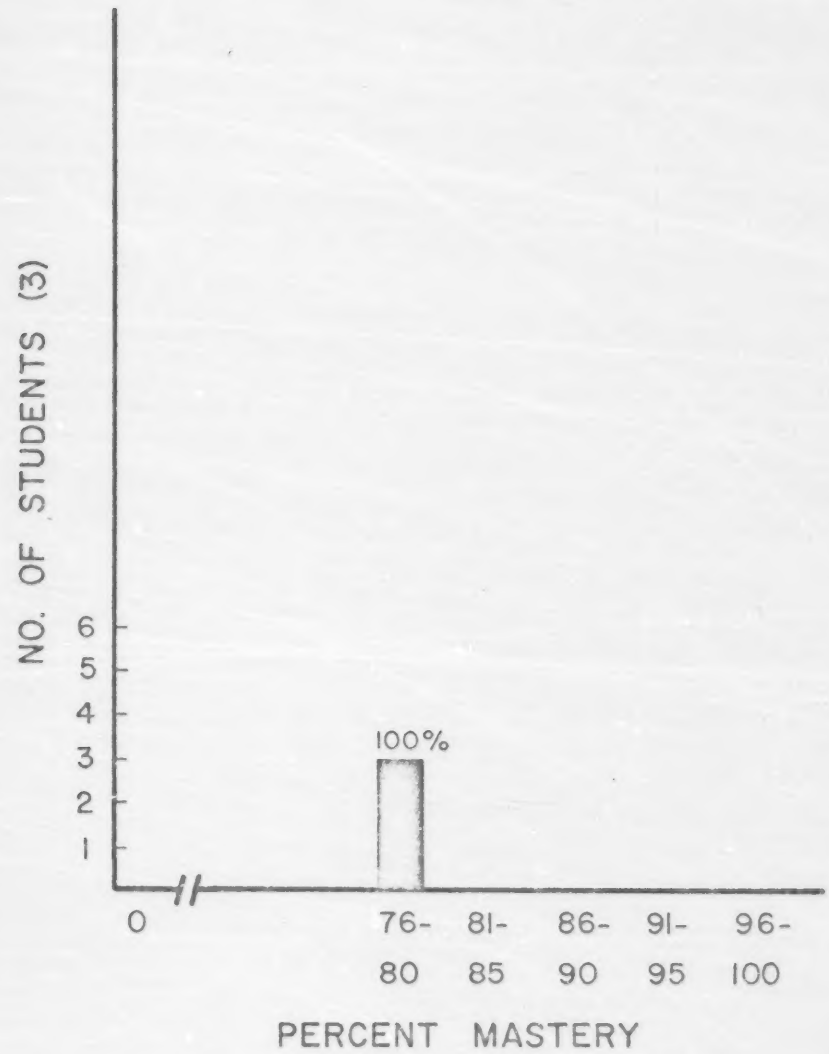


Figure 18.

Sacaton
2nd Grade
Distar Reading II
Part A

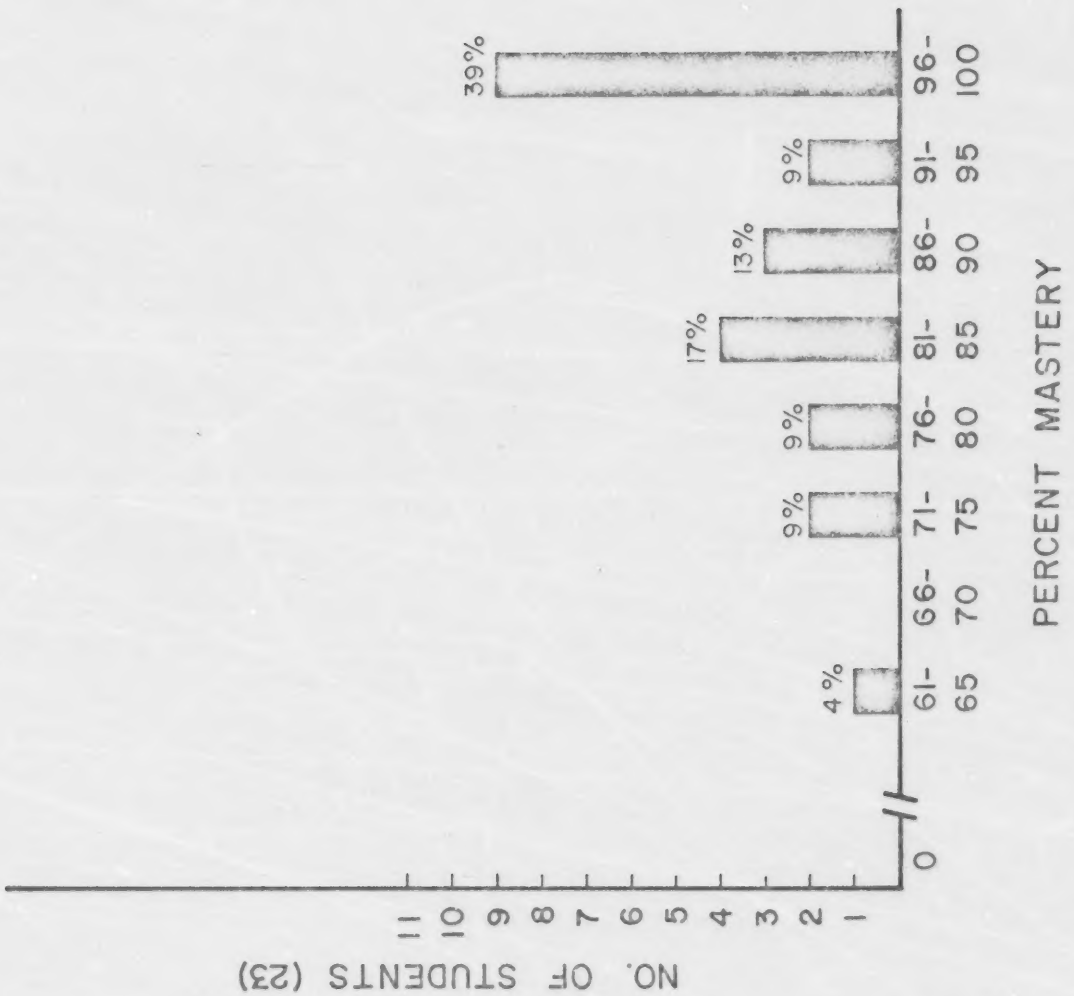


Figure 19.

Sacaton
2nd Grade
Distar Reading II
Part B

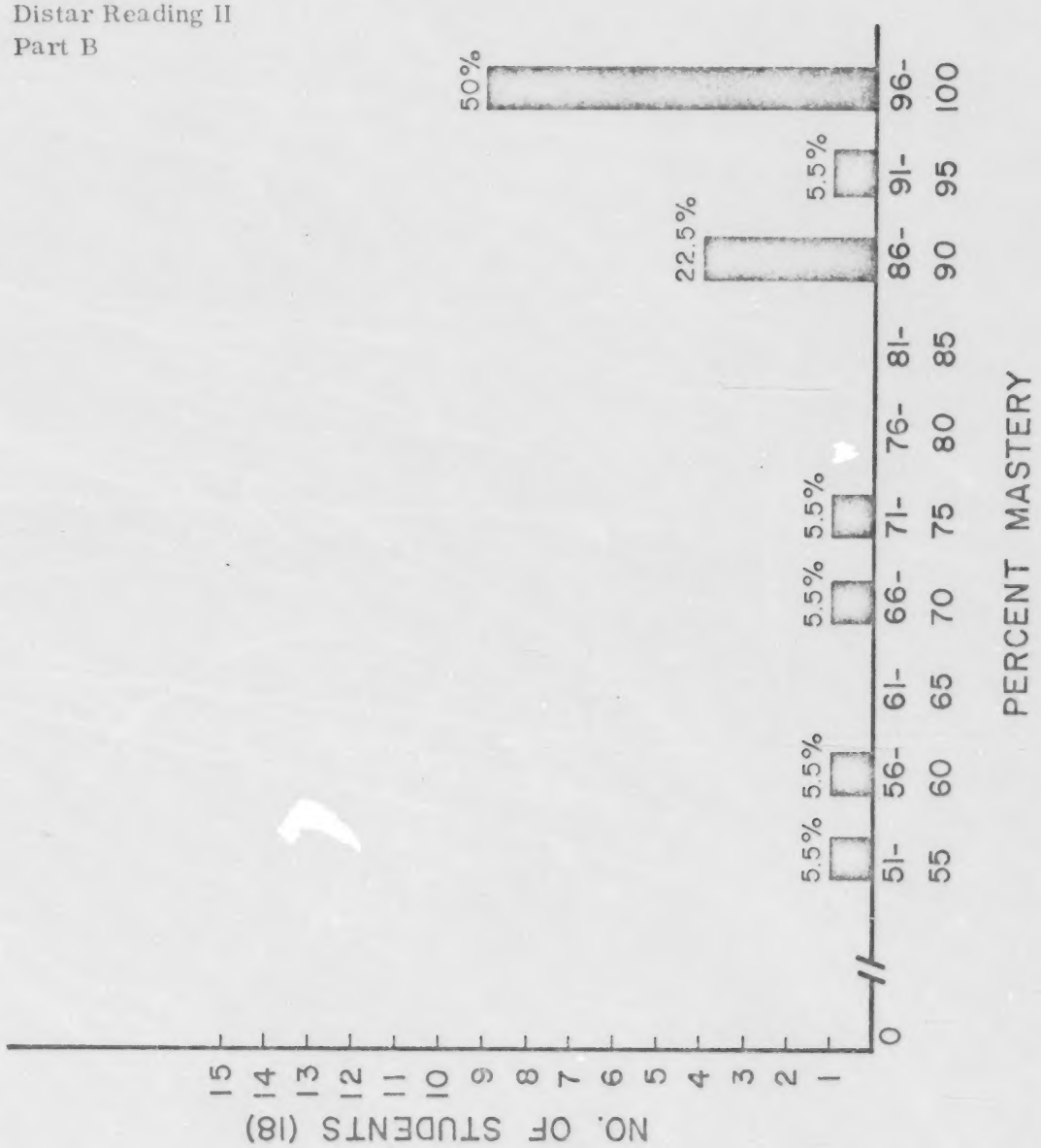


Figure 20.

Sacaton
2nd Grade
Distar Reading II
Part C

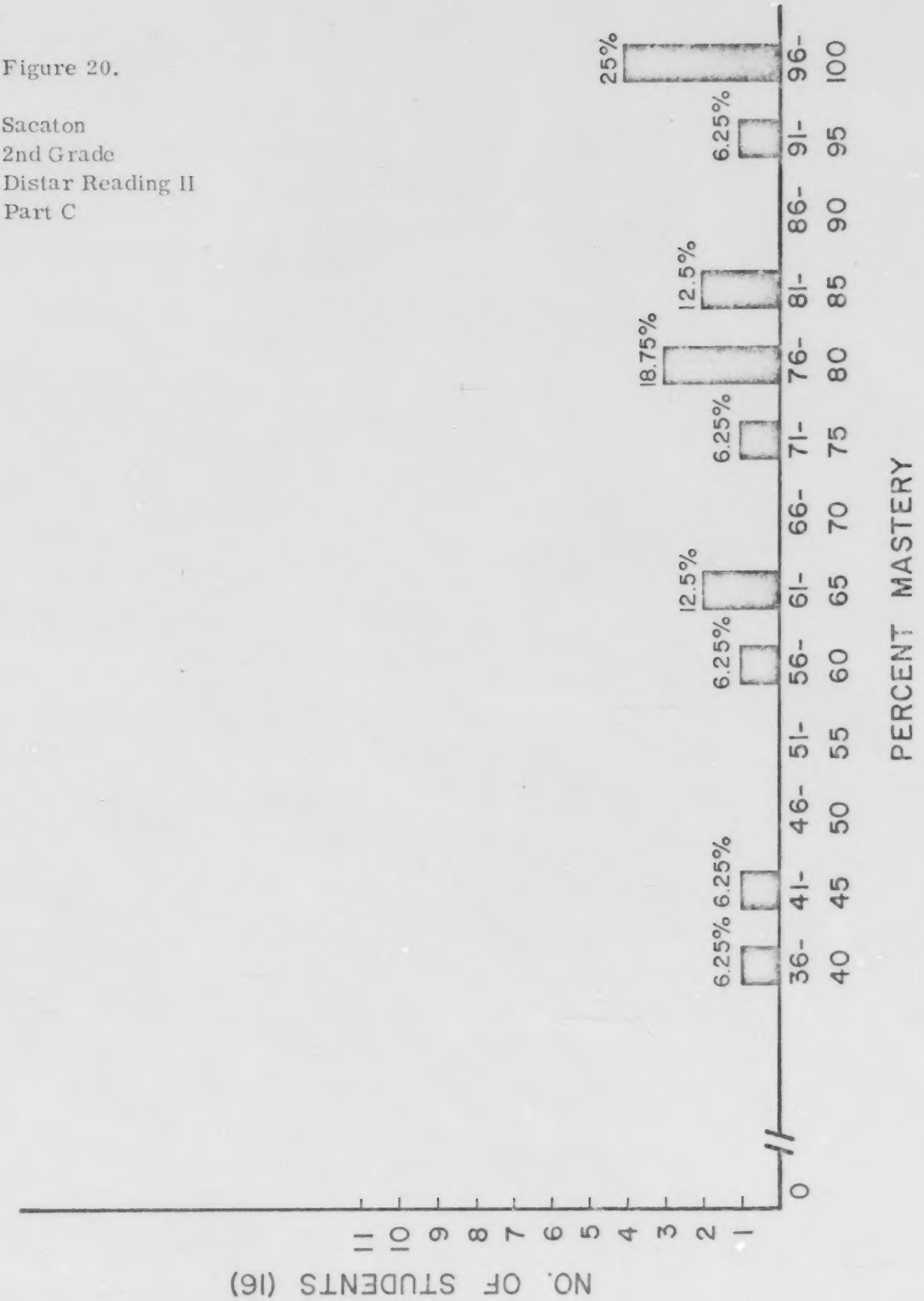


Figure 21.

St. Charles
K Grade
Distar Reading I
Part A

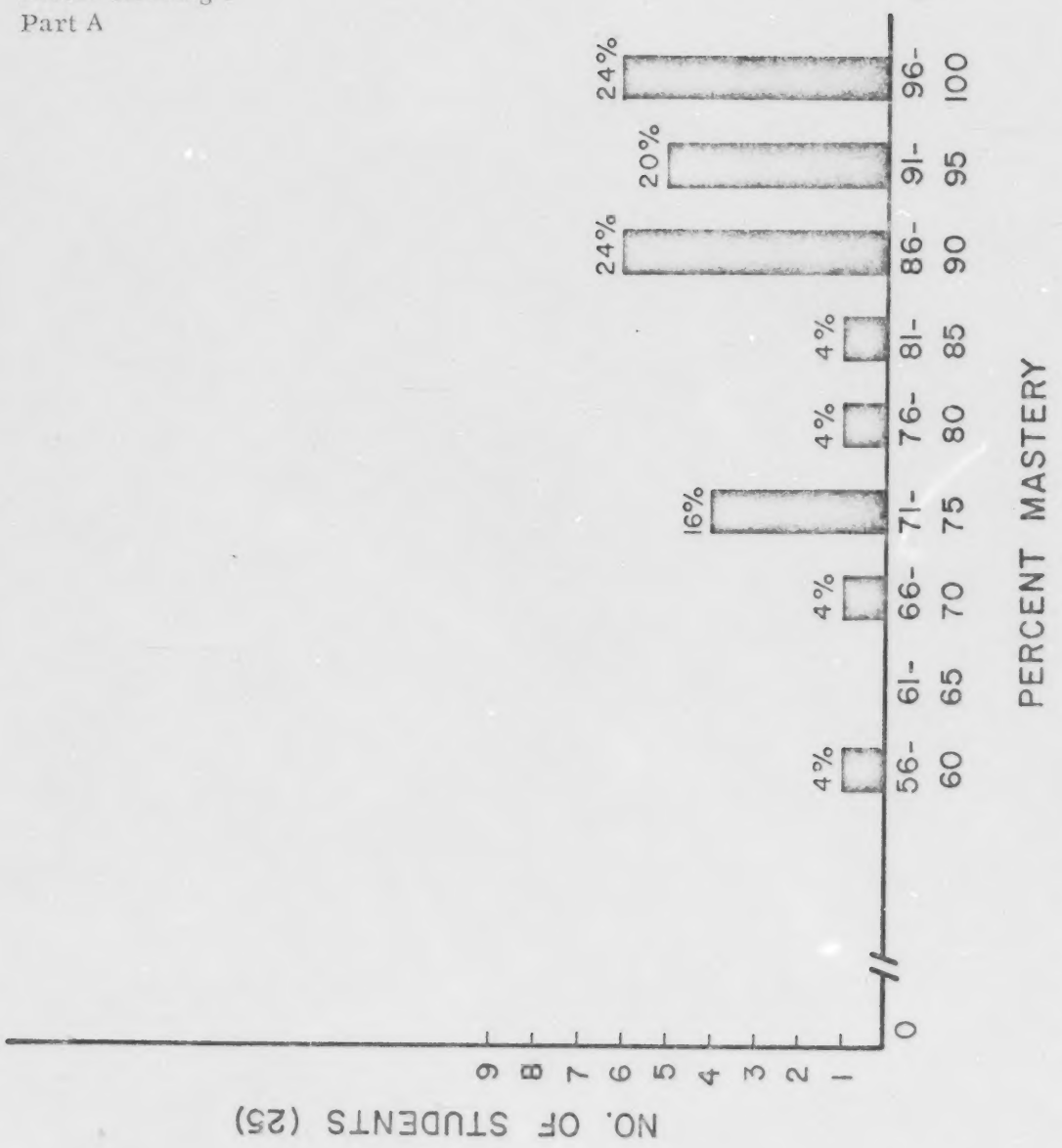


Figure 22.

St. Charles
1st Grade
Distar Reading I
Part A

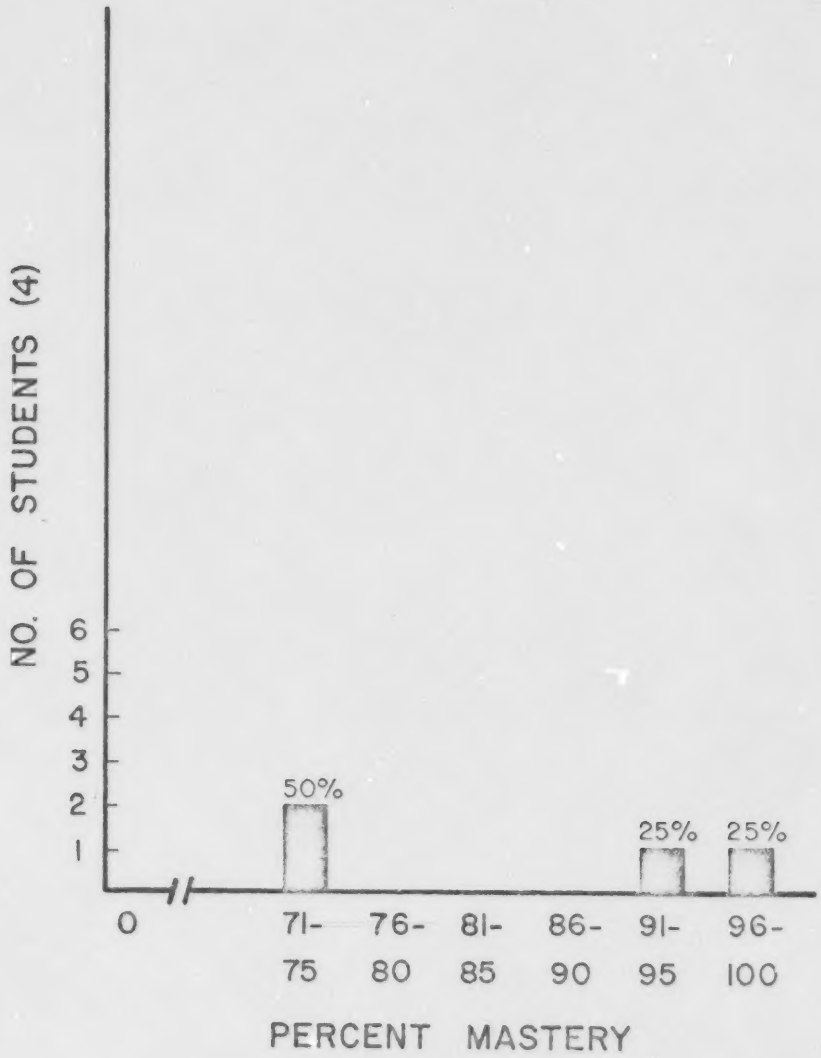


Figure 23.

St. Charles
1st Grade
Distar Reading I
Part B

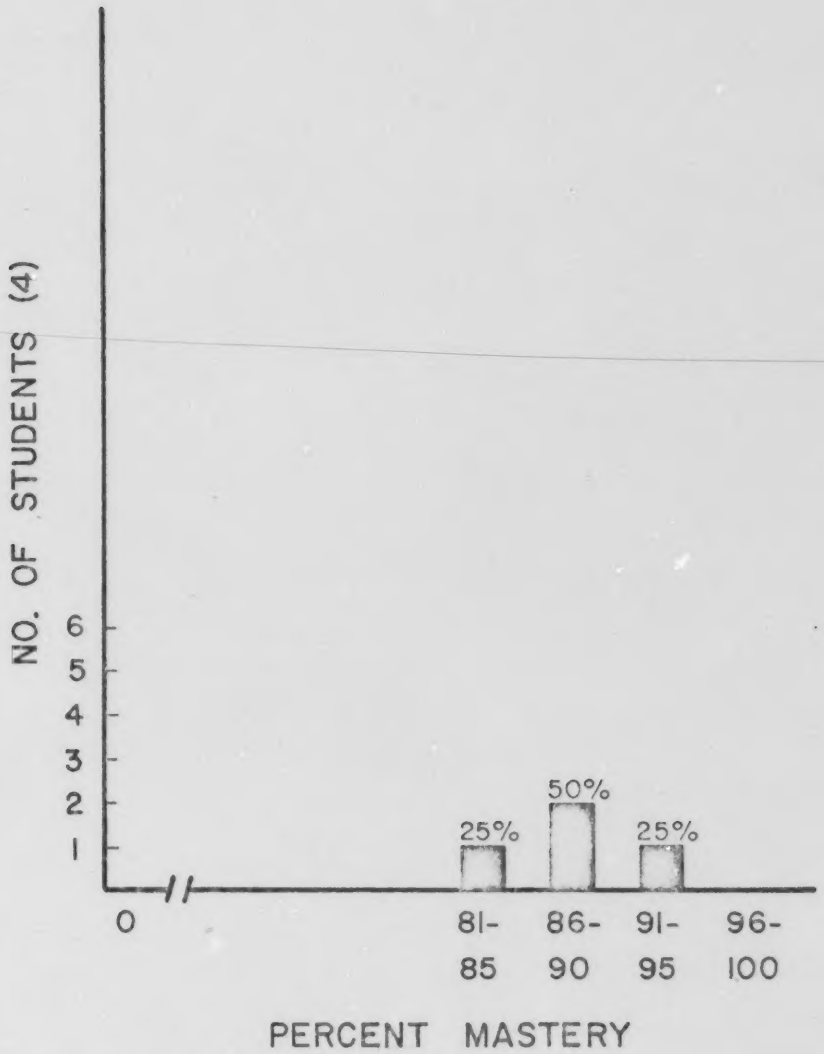


Figure 24.

St. Charles
1st Grade
Distar Reading I
Part C

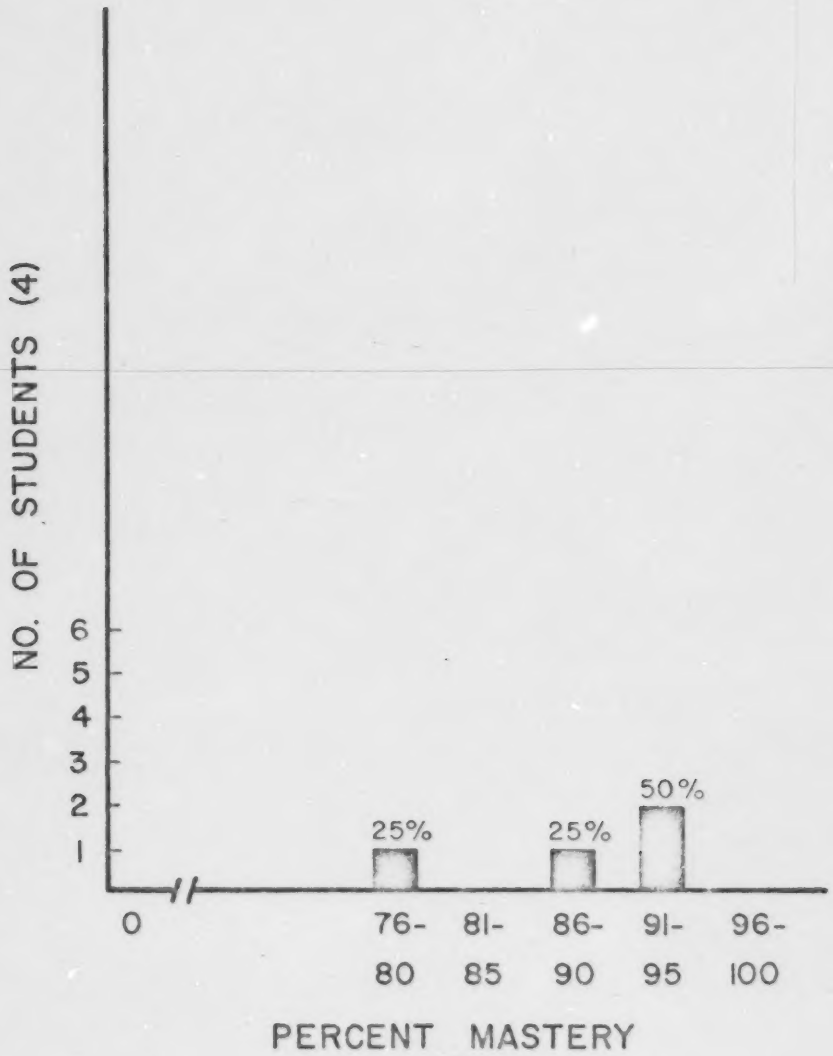


Figure 25.

St. Charles
1st Grade
Distar Reading II
Part A

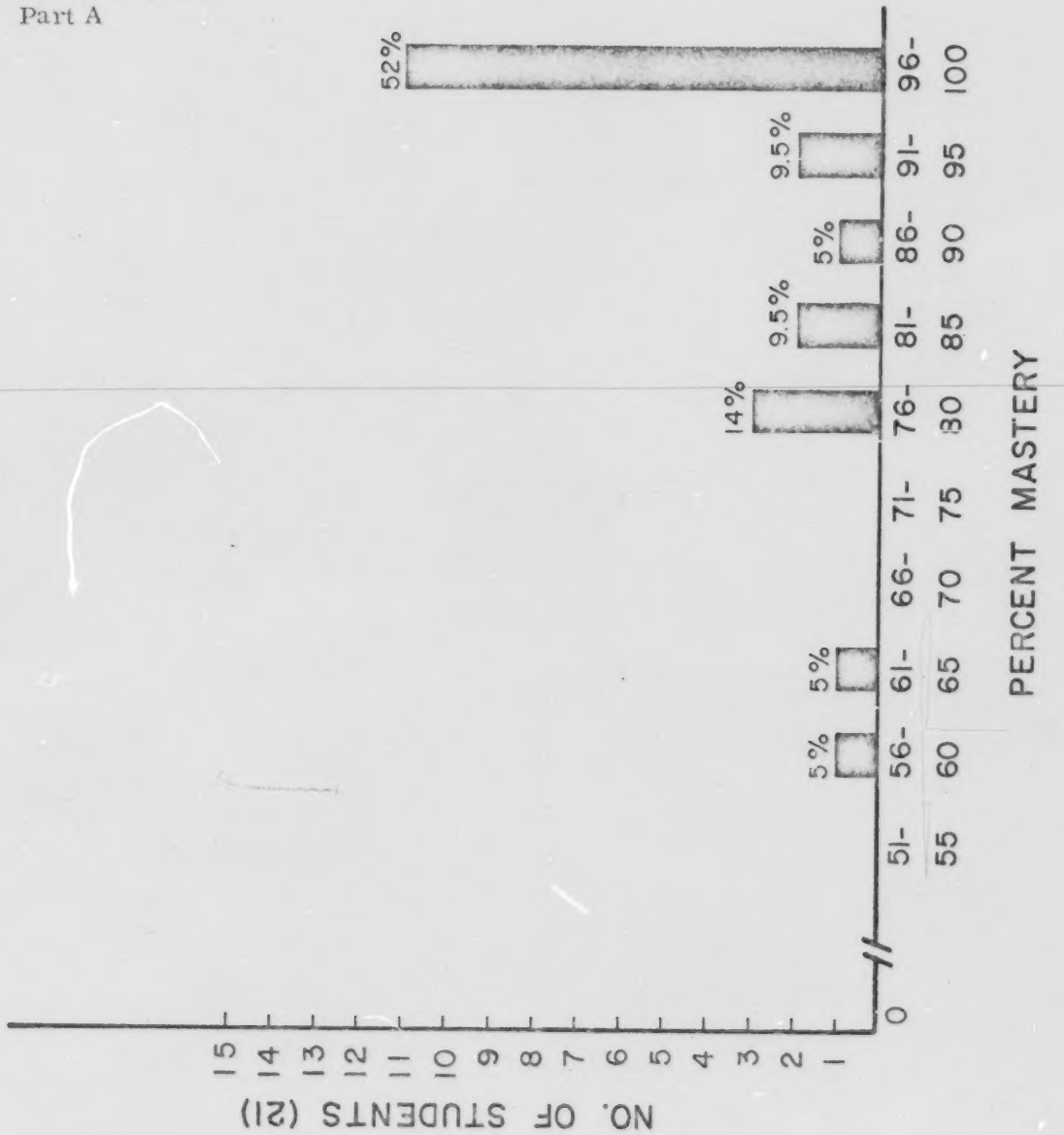


Figure 26.

St. Charles
2nd Grade
Distar Reading II
Part A

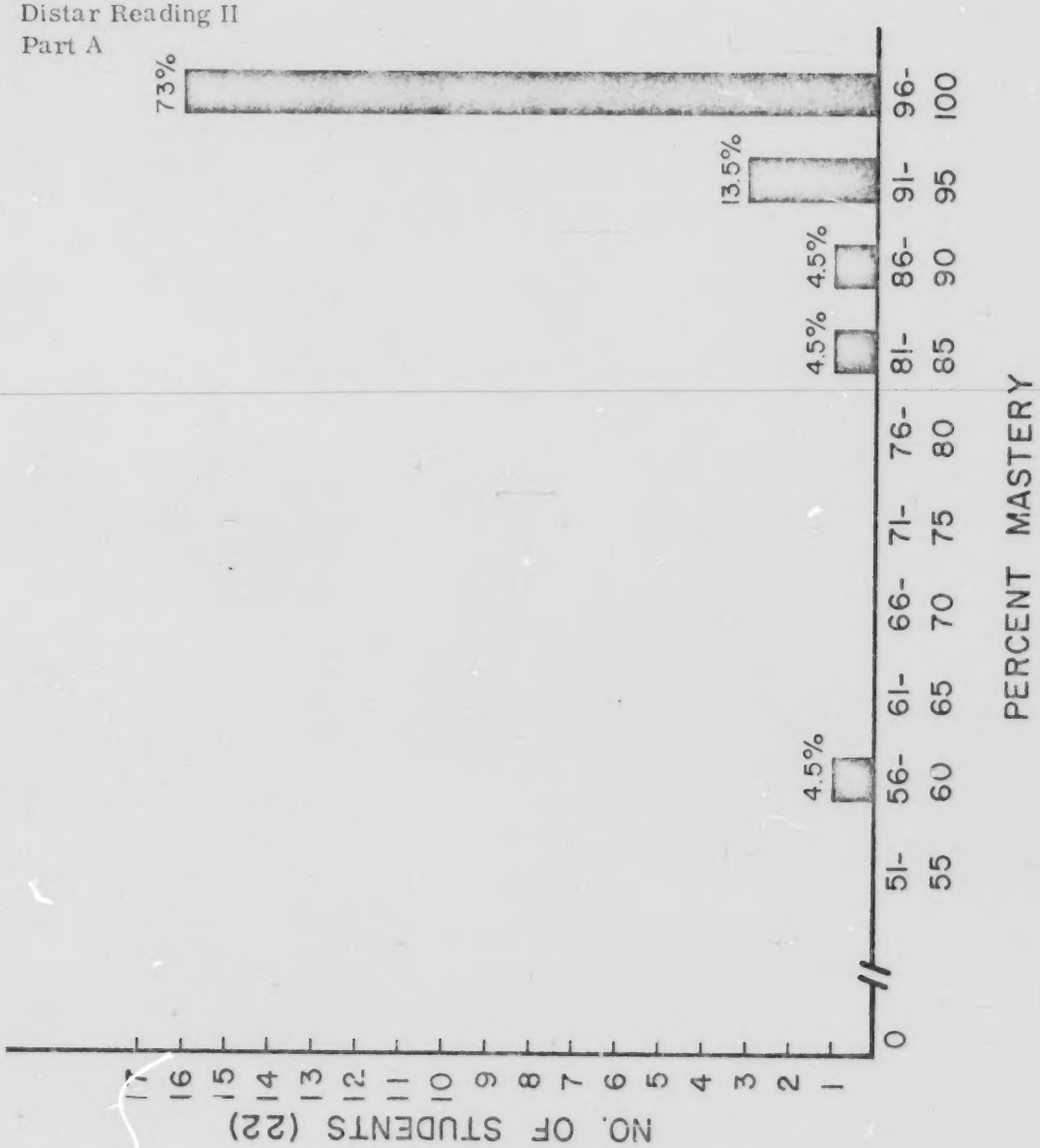


Figure 27.

St. Charles
2nd Grade
Distar Reading II
Part B

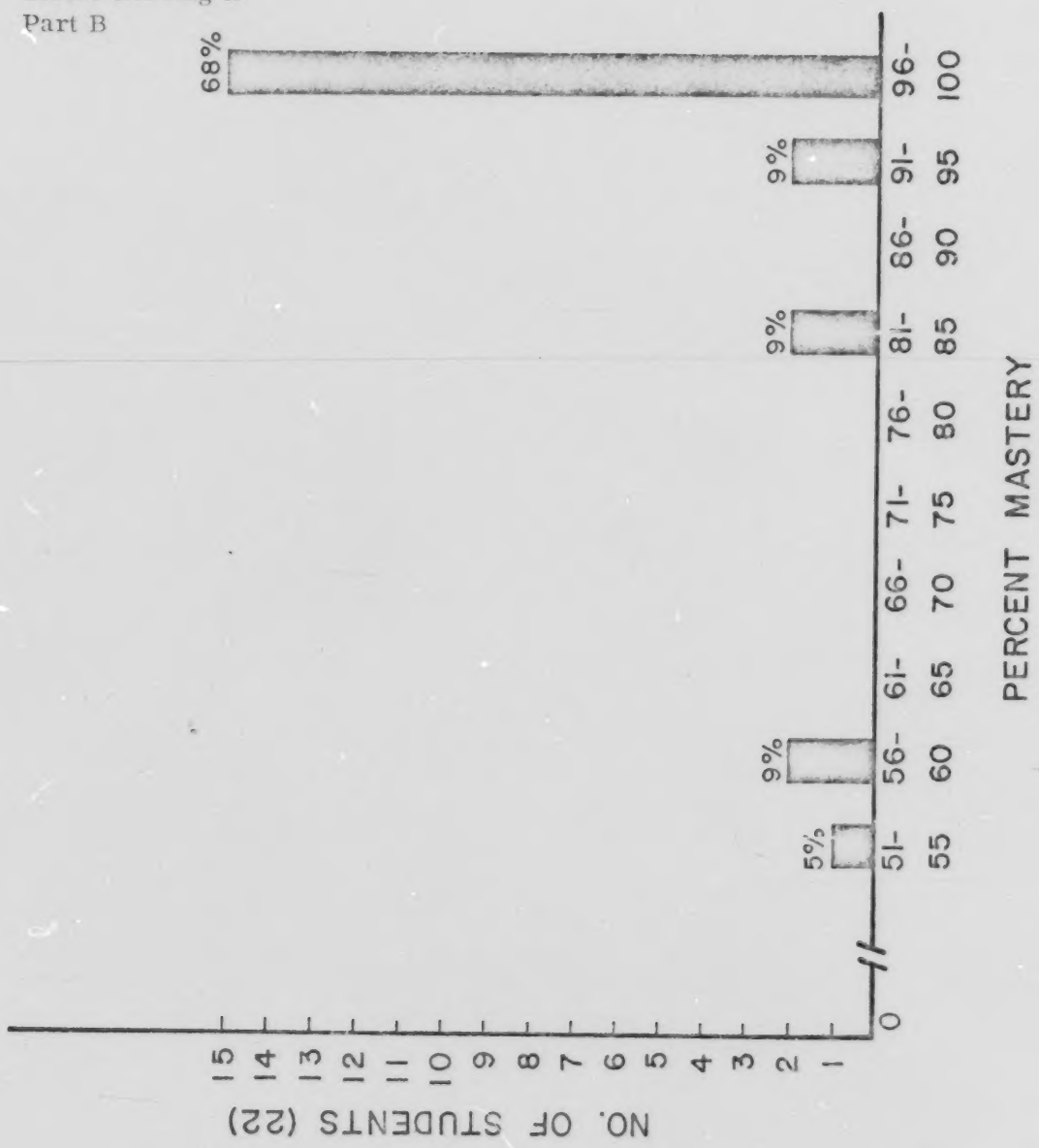
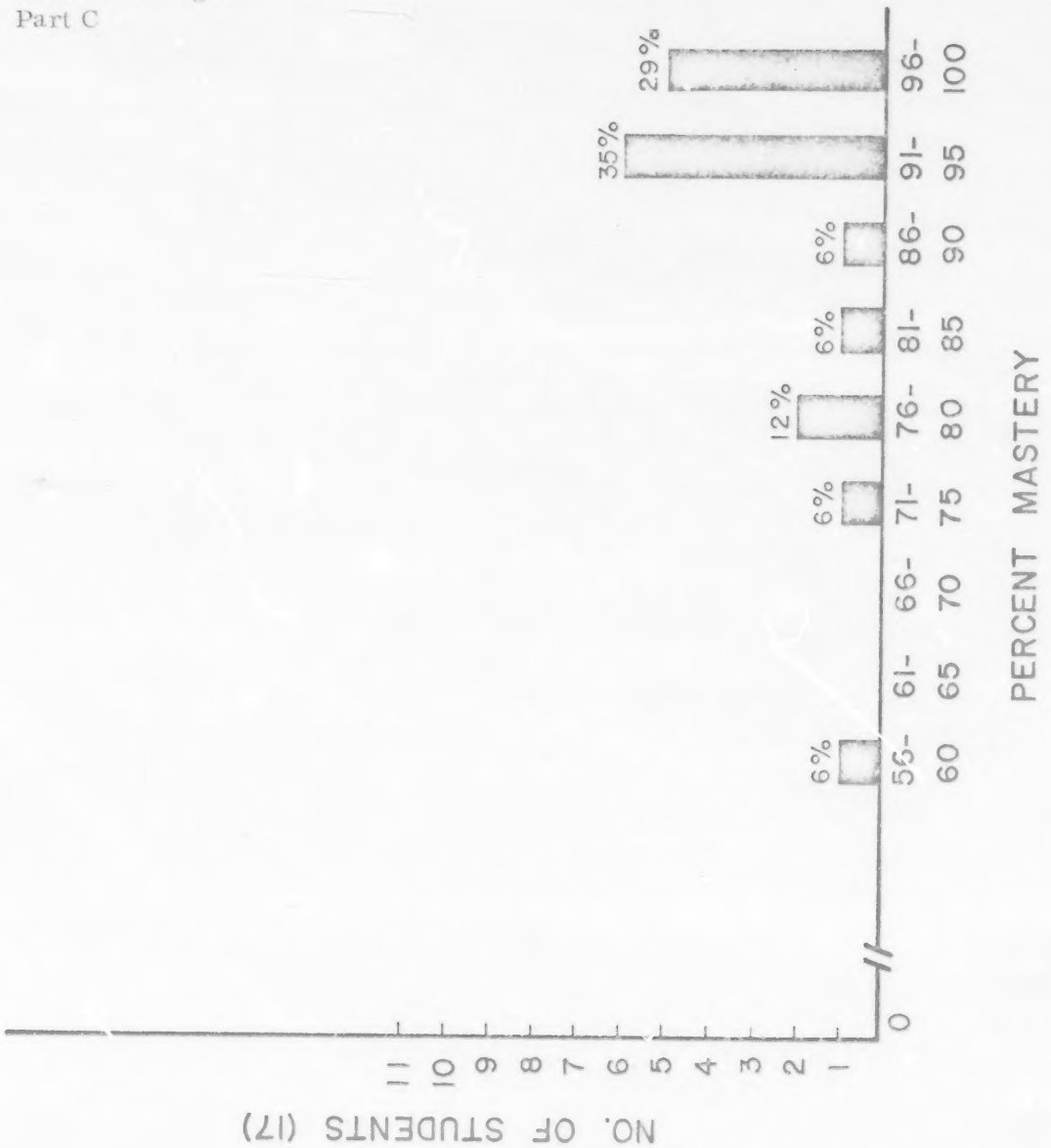


Figure 28.

St. Charles
2nd Grade
Distar Reading II
Part C



Appendix C

Site Visit Reports

HEED Project Evaluation

Everett D. Edington
Timothy J. Pettibone

Trip Report--November 6 and 7, 1973

On November 6th and 7th Drs. Everett D. Edington and Timothy J. Pettibone of the Project HEED evaluation team visited the project schools at Peach Springs, Hoteville and Many Farms. The purpose of the visit was to become acquainted with the sites and to conduct a preliminary evaluation of the management objectives. The remainder of the sites will be visited early in December.

A. General Observations:

1. There was a general feeling of satisfaction at each of the three schools with the present management of HEED. They indicated that finally there was direction and leadership provided. A comment made was that it is "too bad" that it is the third and last year that adequate help was finally being given the schools.

2. The evaluation team should in the future contact each principal to set-up visits.

3. HEED personnel should make sure that Superintendents, Principals, and School Boards are kept informed concerning the project in their particular school.

4. We were well received at each school and in each case there was good cooperation.

5. Some teachers were sharing HEED materials with non HEED teachers. They should be cautioned against this as it may invalidate the evaluation although we fully understand how this can happen.

B. Management Objectives:

A number of specific objectives were asked to gain information concerning how well some of the management objectives were being met. The questions with a brief discussion of each are as follows:

1. Does each school have a Policy and Procedures Manual? The indication was that it is available at each site.

2. How does the system of purchasing HEED supplies work? There was a general indication that this was working much better than it had in the past and the principals and teachers were pleased with the materials received. There was some feeling that there would be better control at each school if the materials could be ordered by each principal, but they realized this was impossible with the administrative structure of HEED. It would provide for better coordination of the local level if each principal saw and signed each request.

3. How often are you visited by HEED personnel? Personnel at all schools were pleased with the visits by HEED staff the past few months. This was not so in the past. Some teachers were upset because they had not been visited.

4. Are in-service workshops being held? All were pleased with the Flagstaff workshop and were looking forward to those being planned for the future.

5. Is a copy of HEED staff site visit reports sent to the principal and teacher of each school? There was no evidence of this being done. Each principal indicated this would be beneficial.

6. Are HEED materials disseminated to each school? This has been excellent for the past few months.

7. Are there lead teachers in each school? This question was asked in two schools of which one did and one did not. This should probably be left up to the local school as the need in each is different.

8. Has the advisory council visited your school and observed classes? This was discussed at one school and did not seem clear. They were pleased to have the meetings of the staff and school representatives held at the different school sites.

9. Are the schools receiving monthly HEED newsletters? This document is being reviewed by the principals. It was not determined if teachers were reviewing this material.

10. Have parents been involved in Project HEED? There was no evidence that parents were being involved in the programs. Personnel at each school indicated that this was extremely difficult.

11. Has the Special Education portion of HEED been initiated? This has not been done in any school. Apparently the California consultant is doing more in the area of math education innovation than in special education. This particular person was highly praised by all school personnel.

C. Observations at Each School:

(It should be realized that these are the result of only short initial visits.)

1. Peach Springs. Mr. Ed Jares, the principal, was contacted as well as visits made to the kindergarten, 1st, 2nd and 3rd grade classes. The 6th grade teacher was giving a test and did not wish his class disturbed.

   There seemed to be a general interest in the program with the greatest interest given the DISTAR program in the primary grades. The cultural awareness program was in the planning stages. A self image program was also being started in the 6th grade.

2. Hoteville. Our principle contacts here were Mr. Vernon Masayesva, the principal, and Dr. Bob Rhode, a teacher. The principle use of HEED was to use the personnel as consultants. The cultural awareness was more generalized and not specific to the Hopi.

3. Many Farms. The contacts here were Mr. Reed, principal and Virginia McGilbary, the lead teacher. The principal was pleased that there was opportunity in his school for both treatment and control groups. (His teachers may not realize the importance of this as there was indication they wanted to share materials with other teachers.) It is extremely important that HEED staff communicate directly with the principal as he indicated the only weakness was lack of communications through proper channels. There may be a reluctance of the lead teacher to give up this role to the new principal. He also indicated that some teachers at Many Farms had not been visited by HEED staff.

HEED Project Evaluation

Everett D. Edington
Timothy J. Pettibone

Trip Report--December 3 and 4, 1973

On December 3 and 4, 1973 visitations were made to HEED Project schools in San Carlos, Sacaton, Sells and Topowa, Arizona.

San Carlos

At San Carlos we had an opportunity to observe one of the monthly meetings of the HEED Project's Advisory Board. Both the public school and parochial school superintendents at San Carlos were interviewed as were the two respective principals. Short tours of both buildings were performed.

Sacaton

Since Sacaton is also the headquarters for the HEED Project, we were able to meet with and interview all HEED Project staff. The superintendent, principal, counselor and several teachers were interviewed and a number of classrooms observed.

Sells and Topowa

Having met and talked with the superintendent of these schools at the previously mentioned Advisory Board meeting, we met directly with the principal at Sells. He spent considerable time with us showing all facilities as well as taking us to Topowa. Since the principal at Topowa was away, we did not have an opportunity to meet with her.

Observations

Advisory Board. The Advisory Board functions very well and seems to fulfill an important need among the members. For one thing it affords an opportunity for communications between project and site personnel. Ideas were generously shared and as imposing visitors, we were graciously hosted. There does seem to be a problem, however, in getting all sites involved in the cultural awareness component of the project. It was readily apparent that at least two sites were dragging their feet for undetermined reasons. If this component is to be maintained, strong steps need to be taken to facilitate participation by all.

School Visitations. The principal at the public school in San Carlos had only good things to say about Project HEED and the staff as did the principal at St. Charles, the parochial school in San Carlos. At Sacaton the principal felt that his school's proximity to the HEED Project staff helped in communications and supply requisition. The principal at Sells expressed his appreciation for Project HEED and the help that the staff willingly gives. When interviewed, all principals mentioned that no formal follow-up correspondence came from the HEED staff after their visitations. This was especially true in reference to some of the classroom teachers interviewed. It seems as if some classroom visits are made and little or no feedback to teachers is provided. All personnel interviewed expressed gratitude for the recent workshops put on by Project HEED. They seem to be generating enthusiasm. It is our understanding that these are being conducted

within the Special Education component of HEED. This fact does not appear to be known by the teachers involved. That may or may not be intentional.

HEED Project Headquarters Visit

We, as stated earlier, had an opportunity to visit with Project HEED staff. We provided them with a verbal report of our previous site visits and those occurring on this trip with exception of Sells and Topowa. While at HEED Headquarters, we also had an opportunity to collect additional test and self-concept data previously collected.

Recommendations

1. Continue the Advisory Board meetings in the manner exhibited at San Carlos.
2. If the cultural awareness component is important to the project, then a method for getting everyone to participate must be found (fiscal leverage may be appropriate).
3. Formal post visitation correspondence needs to be initiated.
4. It would seem that participants should know that the popular workshops are special education oriented if they really are.

HEED Project Evaluation

Timothy J. Pettibone

Trip Report--March 11, 12 and 13, 1974

Visits to San Carlos (Rice and St. Charles), Sacaton (Elementary School and HEED Project), Sells and Topowa.

General Remarks:

As on the first visit, most personnel at all schools indicated that project management has improved considerably from the first two years. All principals were positive concerning the project's goals and about the opportunities it offers their students. All expressed concern about refunding and are hoping that the proposal is approved.

Knowledge of Objectives:

Open comments indicated about 50% of teachers interviewed were unaware or unsure of the project's goals--these comments generally came as answers to the general question, "What are your comments about Project HEED?"

Communication:

Between HEED staff and teachers, about 25% of the teachers claimed that there had been no contact with Project HEED personnel for several months. At least they couldn't recall. Communications at Topowa seem to be seriously impaired. The principal seems to feel that its cause is primarily a personality conflict.

Material:

Everybody complained about the lack of material. Ordering is a big problem although a general negativism exists because of two years of bad experience. Some teachers would like to know what they can order and how much they can spend.

Conflict:

Animosity exists between some HEED and non-HEED teachers and students. This was more prevalent at Sacaton where the Title III effort is accompanied by better and more attractive facilities, more materials, and field trips (up to this year).

Level of Material:

At each site teachers indicated that the difficulty and interest level of the HEED materials are just not appropriate for their students.

Cultural Awareness:

This appears to be a weak and misunderstood area. At all but one site Anglo teachers are primarily responsible for whatever is being done. It appears that at two sites (Rice School and Sacaton) little progress has been made since last fall.

Workshops:

A minority of teachers felt that the workshops have been somewhat repetitive and primarily aimed at the lower grades. However, the workshops have been well thought of by most teachers. Joyce's name or reference came up often. Many teachers felt that inadequate notice was given for these workshops.

Funding:

Some resentment as to funding cuts was expressed.

Reading (Distar):

Although the evaluators are really not able to determine proper use, it appears that Distar is being used as designed at St. Charles (all levels) and both of the kindergartens at Sells. Others use Distar, but it appears fragmented and for some students only.

Continuity:

There is a general lack of continuity in the use of Distar. Children previously trained with Distar are not always assigned to Distar classrooms and vice versa. This is especially true at Rice, but also true to some extent at Sacaton, Sells and Topowa.

HEED Project Evaluation

Everett D. Edington

Trip Report--March 12, 13 and 14, 1974

Visits to Many Farms, Hoteville and Peach Springs

The major purpose of this trip was to interview teachers to determine viewpoints toward the project. Throughout each school there was a feeling that the objectives were being met and that the HEED program was beneficial. There were very positive attitudes toward DISTAR, and that it was helping the children to learn to read. The major felt weakness was not enough field-trips to other places.

Many Farms:

Interviewed kindergarten, second, third, fourth and fifth grade teachers.

There was generally a positive feeling toward HEED with each of the teachers extremely happy about the DISTAR materials. There seems to be a major effort made to make sure that last year children in the program were the same ones in the HEED classes this year. There is some sharing of materials between project and non-project teachers. The cultural awareness project has had final approval at the district level and should be started soon.

Comments:

1. need more field trips like past years
2. communications improved
3. hate to leave school for meetings--substitutes not adequate
4. cultural awareness should help students to respect themselves and not include religion
5. cultural awareness should be with teachers
6. get materials this year.

Hoteville:

Interviewed two teachers, 4th and 5th grade levels, and principal.

There was a general feeling that cultural awareness should be new experiences to broaden the students. The culture of the tribe not needed but should have opportunity for more field trip experiences to other places, preferably out of Arizona. They wished the HEED Director could spend more time with them as they need help in program planning and curriculum development which he alone has been able to help them with.

Additional Comments:

1. evaluators should stay longer
2. materials and supplies helpful
3. exchange idea with other sites great
4. local culture not needed.

Peach Springs:

Interviewed kindergarten, 1st, 2nd, 5th, 6th, 7th 8th and special reading teachers.

There was a general feeling of trust with HEED and they will do what they say they will. The majority of HEED work was done at kindergarten and first grade level with second grade teacher finally convinced she should be using DISTAR. Some teachers felt SWECEL oral language program was worthless. All were involved in the cultural awareness program with it being emphasized with older children. The children showed me the Wickiup and found it destroyed which was disappointing to them. There is some concern that if HEED is continued it would ignore the upper grades.

Additional Comments:

1. home school basis needs strengthening
2. question the cultural programs
3. need more about other cultures
4. liked Readers Digest reading materials
5. need more field trip activities.

Appendix D

Student Participation

TABLE XXI

Number of Students Rated in Each Category of Self Direction

St. Charles

	Oct.	Nov.	Mar.
a. shows strong evidence of goal directed behavior:	46	13	14
b. requires some direction but generally does pretty well:	5	2	4
c. requires a great deal of direction:	0	0	0
d. seems unable to work by himself:	0	0	0

Sells

	Nov.	Mar.
a. shows strong evidence of goal directed behavior:	23	19
b. requires some direction but generally does pretty well:	14	1
c. requires a great deal of direction:	1	0
d. seems unable to work by himself:	0	0

Rice

	Nov.	Mar.
a. shows strong evidence of goal directed behavior:	19	28
b. requires some direction but generally does pretty well:	3	5
c. requires a great deal of direction:	3	3
d. seems unable to work by himself:	0	0

TABLE XXI, contd.

Topowa

	Nov.	Mar.
a. shows strong evidence of goal directed behavior:	3	11
b. requires some direction but generally does pretty well:	0	0
c. requires a great deal of direction:	0	0
d. seems unable to work by himself:	0	0

Peach Springs

	Oct.	Nov.
a. shows strong evidence of goal directed behavior:	40	15
b. requires some direction but generally does pretty well:	25	11
c. requires a great deal of direction:	9	5
d. seems unable to work by himself:	5	0

Sacaton

	Dec.	Feb.
a. shows strong evidence of goal directed behavior:	2	17
b. requires some direction but generally does pretty well:	3	19
c. requires a great deal of direction	0	7
d. seems unable to work by himself:	0	0

TABLE XXII

Rating of Students in Group Participation

St. Charles

		Oct.	Nov.	Mar.
a.	is always a follower or non participant:	0	0	0
b.	sometimes participates:	3	0	0
c.	takes part readily:	23	5	18
d.	automatically assumes a leadership role:	17	9	0

Sells

		Nov.	Mar.
a.	is always a follower or non participant:	1	0
b.	sometimes participates:	0	1
c.	takes part readily:	32	19
d.	automatically assumes a leadership role:	4	0

Rice

		Nov.	Mar.
a.	is always a follower or non participant:	0	0
b.	sometimes participates:	1	1
c.	takes part readily:	10	32
d.	automatically assumes a leadership role:	2	3

TABLE XXII, contd.

Topowa

	Nov.	Mar.
a. is always a follower or non participant:	0	0
b. sometimes participates:	1	1
c. takes part readily:	4	13
d. automatically assumes a leadership role:	2	0

Peach Springs

	Oct.	Nov.
a. is always a follower or non participant:	1	1
b. sometimes participates:	24	6
c. takes part readily:	41	18
d. automatically assumes a leadership role:	6	0

Sacaton

	Dec.	Feb.
a. is always a follower or non participant:	0	0
b. sometimes participates:	3	0
c. takes part readily:	1	16
d. automatically assumes a leadership role:	0	0

TABLE XXIII

Types of Behavior Within Classroom

Number of Types of Behavior in Observed Period of Time

St. Charles

	Oct.	Nov.	Mar.
Constructive Behavior:	184	30	42
Disruptive Behavior:	0	2	5
Does Not Participate:	0	0	0

Sells

	Nov.	Mar.
Constructive Behavior:	140	65
Disruptive Behavior:	30	15
Does Not Participate:	2	0

Rice

	Nov.	Mar.
Constructive Behavior:	43	96
Disruptive Behavior:	7	19
Does Not Participate:	0	0

Topowa

	Nov.	Mar.
Constructive Behavior:	11	34
Disruptive Behavior:	1	6
Does Not Participate:	0	0

TABLE XXIII, contd.

Peach Springs

	Oct.	Nov.
Constructive Behavior:	339	60
Disruptive Behavior:	108	23
Does Not Participate:	1	0

Sacaton

	Dec.	Feb.
Constructive Behavior:	19	111
Disruptive Behavior:	0	24
Does Not Participate:	0	0

Appendix E

Project HEED

HEED Ethnic Educational Depolarization

The First One Thousand Days

PROJECT HEED

PROJECT HEED

HEED ETHNIC EDUCATIONAL DEPOLARIZATION

THE FIRST ONE THOUSAND DAYS

PROJECT HEED

HEED ETHNIC EDUCATIONAL DEPOLARIZATION

THE FIRST ONE THOUSAND DAYS

WRITTEN AND PREPARED

by

FRANK REILLY
EDUCATIONAL PROGRAM CONSULTANT

June, 1974

PROJECT HEED

HEED ETHNIC EDUCATIONAL DEPOLARIZATION

POLICY ADVISORY COUNCIL

Mr. Tony Machukay, Chairman

Mr. Tony Chico, Vice-Chairman

Sr. Anne Regina, Secretary

Mr. Larry Stout
Project Director

Mr. Wallace Burgess
Superintendent

I. INTRODUCTION

Project HEED (Heed Ethnic Educational Depolarization) is an innovative program aimed at providing services to Indian and non-Indian individuals in order to develop a viable educational process for Indian children. The project is a unique effort supported with federal funds under Title III - Section 306 of the Elementary and Secondary Education Act of 1965. The operation of the program is on a statewide basis in Arizona. The target area is made up of six geographically dispersed locations including the following six Indian reservations: San Carlos Apache, Hopi, Hualapai, Navajo, Papago, and the Gila River Pima Community.

While the funding resources for the program come from the federal government, the project is an excellent example of a locally controlled and locally developed community effort. There is a great mix of local school involvement. The administering agency is the Sacaton School District #18 located on the Gila River Indian Reservation; this local education agency is one of the participating schools. The other participating schools include: Rice School District #20, Indian Oasis School District #40, the Hotevilla/Bacavi Community School, Chinle School District #24, the St. Charles Mission School, and Peach Springs School District #8.

The program is directed by the central project staff operating out of Sacaton. It is carried out by the local school administrators and teachers and teacher aides. Overall guidance and advice to the staff and to the entire project is provided by an Advisory Council made up of Indian community people and school representatives. The overall conduct of the program is the responsibility of

the school superintendent and school board of the grantee - Sacaton School District #18.

This tri-ennial report covers the period from July 1, 1971 to June, 1974. It is meant to be a capsulization of the accomplishments and record of Project HEED. The report is not meant to be a definitive evaluation of each specific objective and activity carried out during the past three years; rather it is a digest and summary of the total effort that has gone into this program. The background information for this report covers some twenty-five thousand (25,000) printed words representing program proposals, progress reports, minutes of meetings, educational audits and program evaluations.

What is contained herein is a brief glimpse into the work and dedication of literally hundreds of individuals, serving thousands of students, in some very difficult situations, in order that civilization - both Indian and non-Indian - can be improved through education, awareness and communication.

II. HISTORIC OVERVIEW

Project HEED came to be a reality in July, 1971. However, prior to that time a great deal of work and study had been undertaken. Needs assessments were performed on the various reservations. As early as 1966, a study was conducted on the Gila River reservation that demonstrated that a simple, locally developed, 22 item acculturation interview schedule could be a better predictor of school continuance than any available standardized academic measurement. As is reported in the program description of Project

HEED, it should be noted that, even today, the norm referenced testing method using standardized tests is less than satisfactory. Project HEED is working to eliminate culturally biased testing impediments and to improve measurement standards.

In 1969, additional preliminary study was carried out on the Gila River (Pima) reservation and at Sells (Papago), Many Farms (Navajo) and Hotevilla (Hopi). Assistance was provided by Arizona State University's Bureau of Educational Research and Services and by private educational consulting groups. A cultural expansion approach in education was found to be the desire of parents, teachers and teacher aides. Tribal officials helped to identify the local educational needs related to majority culture differences. A revitalization of the Indian culture was called for along with self-image rebuilding and more relevant access to the world of work.

The planning continued for two more years right up through 1971. There were some major findings developed through a series of assessments, conferences and community and educational analyses. Title III Indian Needs Assessments were especially helpful. They pointed out that educators needed to develop a better understanding of Indian behavior and the underlying motives directing that behavior. The understanding would require knowledge of, and empathy for, the diversity of Indian cultures, attitudes and needs, as well as the skill and flexibility of technique utilization in problem solving.

A conference was held at Arizona State University relating to Indian educational needs. From this conference came the conclusion that greater Indian tribal involvement in the design and administra-

tion of programs for Indian students was needed. It was the feeling of the conference participants that much of the curriculum applied was irrelevant to the needs of the Indian children. In addition to more tribal involvement, there was the stated need for more community and parent involvement. And, finally, it was revealed that there was a serious need for staff training and development at the local school level in order to bring about more understanding and more affective teachers.

All of this planning culminated in the establishment of what was called the Intertribe Indian Education Community Council (IIECC); now known as the Indian Advisory Council to Project HEED. This group, after studying the findings from an Analysis Community Profile Interview and an Educational Needs Interview Assessment, along with other collected data, planned and recommended the component parts that make up this program - Working for the Depolarization of Cultures.

In the spring of 1971, a formal proposal was drafted. The areas that were included were many. They covered the entire spectrum of cited need. The grade levels included from kindergarten to eighth depending on the local school capacity. The focuses were: 1) Improvement of Reading Skills for Students; 2) Increase Awareness/Understanding of Indian Cultures by Teachers/Parents/Students; 3) Improve Teacher/Student/Parent Involvement in School Programs; 4) Increase Affective Behavior of Teachers; 5) Increase Self-Image and Motivation of Students; and 6) Increase Academic Achievement of Handicapped Students. In July, 1971 the program was funded.

Then began the process that has taken place over the past three years. Then began the task of fulfilling the dreams and expectations of hundreds of parents, of thousands of children, of hundreds of Indian leaders, teachers, and administrators. The task would be difficult, the thousands of hours of planning would turn into a thousand days of working. In the following sections the successes, the failures, the good and the bad, will be examined. The concomitant benefits, the human experience, the educational achievements will be tallied.

III. OVERALL PROGRAM

Project HEED has served an average of more than one-thousand-three-hundred (1300) Indian children per year over the past three years. The program started out with forty-eight (48) classrooms and increased to sixty (60). As each school year passed, over the last three years, students moved up and out of the program and new kindergarten and first grade students were enrolled. The local school staff numbers sixty (60) certified teachers and thirty (30) teacher aides. Their salaries and supervision are provided by their local school administration. The performance of work required under Project HEED is an additional duty and responsibility which they have accepted as a means to aid their young students improve themselves.

In looking at the overall program it is necessary to have in proper perspective the many difficulties that are involved in carrying out the project objectives. The tremendous geographical distances between the sites has been a problem. The isolation and rural setting of the schools and the students has had to be overcome

as much as possible. The central staff, the advisory committee, and the local school personnel have worked together successfully in achieving the overall goals of the program.

Project HEED, for its initial year, had five general objectives. These objectives were: 1) To increase reading achievement, 2) To increase affective behavior of teachers, 3) To increase motivation by means of an open curriculum, 4) To increase effective Special Education programs, and 5) To increase involvement of parents in the school/community relations. The selection of these objectives reflected very thorough planning on the part of the program at the outset. The rationale for these objectives, applicable to any of the target sites, might be expressed as follows:

Reading

Indian children are disadvantaged in comparison with Anglos or Mexican-Americans of the same age for they have not had the same opportunities to develop pre-reading skills. Upon entering school, the Indian child is already behind his Anglo or Mexican-American contemporary in grade level reading skills. His home environment does not provide the reinforcement for developing these skills to the same degree that children of other cultures enjoy.

Since reading is a fundamental literary skill, improvement in reading ability should assist the Indian child to compete successfully with children of other cultures.

Affective Behavior

American Indian students are usually taught by non-Indian teachers. Curriculum development is usually designed by non-Indian educators. These curricula often create barriers and frustrations which Indian students have difficulty processing. The communication in the classroom between teacher and student includes a non-verbal component which, according to one authority, constitutes at least 70% of the total communication. The teacher's affective behavior, as perceived by the student, sets the emotional environment and is a primary influence for motivating the learner.

An improvement in the teacher's affective behavior, as this relates to cultural awareness and understanding of value orientations, should be accompanied by a corresponding improvement in the learning process.

Motivation

The learner must be motivated to learn, or the learning process will fail to take place. Whatever else the teacher might do, the fundamental task is to develop and maintain a high interest in learning on the part of the student. No matter how qualified in subject matter a teacher might be, if the teacher is unsuccessful in efforts to make the child want to learn, the probable effects are that the child will not learn.

The high drop-out rate for Indian children indicates that in many cases these children are not motivated by school activity. Attendance patterns also reflect this lack of interest. In the mind of the Indian child, the society outside of the school may well provide more meaningful experiences to him than does the society within the school. A school curriculum which concentrates on improvement in motivation, by whatever means, should theoretically benefit the Indian child.

Special Education

Needs assessment data from research conducted by the Bureau of Indian Affairs substantiate the high proportion of handicapped Indian children in the rural areas of Arizona. The highest single category involves children with hearing handicaps. The fact that the Indian child grows up in a rural setting, in relative isolation from urban environments, tends to add to the problem, for the opportunity for community health clinics, and normal sources of referral, are often lacking. The services to deal effectively with problems of Special Education have logically been concentrated in areas of population density, and as a consequence, the Indian child again is disadvantaged, when compared to his Anglo, and to a lesser extent, Mexican-American counterpart in the Southwest.

Parental Involvement

The child spends considerably more of his time at home than he does at school. The influence of the parent, unless the circumstances are unusual, supercedes the influence of the teacher, according to specialists in early childhood education. Survival is the most primitive need, and it is the home which satisfies the requirements of food, water, clothing, and shelter.

Interest and participation by the parents in the life of the school can complement the educational goals set by the school authorities, in the sense that the parental involvement reinforces the efforts of the school. This has the effect of providing a carry-over function, and the child tends to accept school life on a basis not in competition with family life.

The organization for implementing these objectives through the various target sites functioned from a Headquarters in Sacaton, Arizona. The full time staff originally included a Project Director, a Project Coordinator, a Community Representative, and a Secretary, it has since been expanded. This staff is subordinate to the Superintendent of the Sacaton Public Schools.

The Project Management staff coordinates the activities of the Project on a day-to-day basis. Such activities included the procurement and dissemination of educational materials, the planning of in-service training institutes, the arrangements for consulting services (as these are necessitated), the visitation to target sites for first-hand observations of the Project at the classroom level, and liaison with various groups concerning Project matters, (i.e. Advisory committee, Federal and state officials). The Project Staff issues a periodic newsletter as a primary means of reporting significant events as they take place from site to site.

Sections IV, V and VI provide a description of how this overall program has been carried out in the past and the present along with indications of the future directions for Project HEED. It will be pointed out that the original program intent was, very honestly, over ambitious. Some of the specific objectives were unrealistic and were unattainable. As in any experimental or innovative program changes must be made to accomodate what is found to be essential and to discard those goals that, however laudable to some, are not real in the given situation. The process of managing a program like Project HEED for three years brings about some tremendously significant findings and accomplishments. These areas are outlined and examined in the following sections of this report.

IV. PAST ACCOMPLISHMENTS

First Year

Anyone familiar with the field of educational and program development realizes that initiating a new project is a major accomplishment. It begins slowly and then rolls along in a way which sometimes makes one wonder whether or not there is a conductor in the locomotive powering the train of events. It is important to delineate some of the major steps that were taken in the initial months of the program.

Staff was hired, educational materials were obtained and installed in the classrooms, and an advisory committee representing the various tribal groups was established with the expressed purpose of assisting project management. Attention was given to the materials being used - Distar reading programs for K-3 and the Field Enterprise, Special Needs Reading Series for grades 4-8. Special Education classes were set up at Sacaton (Pima), San Carlos (Apache) and Sells (Papago).

In service meetings were held to provide professional growth opportunities for participating teachers. Site visits were made by the project management in order to establish a communications link between the central staff and the classroom teachers. Tests for evaluation pruposes had to be performed, field trips were undertaken, combination study/social rooms were established in the schools to be used by parents and other community representatives. During all of this time - procuring materials, arranging meetings, hiring staff, meeting teachers, setting up programs, and on-and-on,

it was imperative that specific project objectives had to be met. Objectives that spelled out quantifiable and qualitative goals had to be met. Some of these were not. As in any new program, some problems occurred and some modifications had to be made. The changes that were made did not effect the quality of the program concept, the changes were really a more realistic approach in terms of what could specifically be accomplished in a given period under the existing circumstances. The modifications resulted from recommendations of staff and outside consultants and evaluators, they were agreed to by the members of the advisory council and by the project administration. The most specific changes dealt with the anticipated, or projected, improvements in reading, comprehension and vocabulary on the part of the students and other areas effecting the teacher and parent involvement. In section VII - Evaluation more detail is provided on these modifications.

Because we are examining the first year of the program's operation in reviewing past accomplishments of Project HEED, it is necessary to try to understand that which was intended but which was not achieved. This assessment is required in order to follow the growth of the project. Items which were originally conceived as part and parcel of the scope of the program and which were set forth in the original proposal were evaluated through outside technical assistance.

The findings of the evaluation indicated that the scope of the objectives was too broad, and in a few cases, objectives were unrealistic. The project management, small in number, was spread too thin in its effort to coordinate a statewide project. Many of the

teachers felt that the project's objectives had not been clearly explained to them.

A need for an oral language program (OLP) was cited. Motivational kits were purchased but not put into classroom use - and these kits were more appropriate for the teachers than the students. The teacher affective behavior objective wasn't clearly articulated to the teachers, and then the evaluation component to assess accomplishment of the teacher affective behavior was not carried out according to the design and thus the validity of the results were in doubt.

Such things as poor attendance at in-service meetings, changes in teacher assignments followed up by the resignation of the project director at about the mid-year point caused serious difficulties for Project HEED. The project coordinator assumed the additional duties that the director had previously handled thus spreading the manpower even thinner in terms of managing the program and having good communication with the local sites.

Finally, on the negative side for the first year was a problem of the role of the advisory committee, the role of the project director, etc. These questions carried on through the first year and into the second year. The roles now are clearly understood and agreed upon by the staff, administration and advisory council.

Second Year

The program continued to develop and the staff worked hard to capitalize on the positive accomplishments of this unique program. At the same time, the staff, management and the advisory council recognized that improvements had to be made. Many of the problems

in the first year resulted from complexity due to multiple-variables, and confusion over management roles, there were many positive contributions during the second year of Project HEED.

A comprehensive pre-service workshop was held and there was excellent tribal participation. Wherein previously there had been confusion about the Distar reading program, successful in-service workshops were held. In the first year the need for an oral language program (OLP) became apparent. A program was initiated, in-service workshops were held, and three out of four OLP sites met criterion performance.

The Arizona State Department of Education became more interested and involved in the program. Educational activities of the project were communicated more effectively via newsletter, public meetings, Title III meetings and conferences, etc.

The Indian Advisory Council functioned well with a good representation from the sites and with positive leadership. Excellent use of community resources for providing enriched, culturally educational experiences took place. Increased field trip participation occurred at all the schools. Students participated in developing cultural awareness activities.

Where the previous year had seen serious manpower shortages, the second year was improved with the addition of an education specialist to the staff with corresponding improvement in frequency and quality of site visitations. The project had a new director thus freeing the coordinator from extra duties and allowing more man-hours to be devoted to the task of carrying out Project HEED. There was an expansion of special education services and the suc-

cessful accomplishment of the program's objective of improving basic skills for special education students.

In the first year the normal functions of educational program auditing were not performed in a consistent, thorough manner due to the fact that there was no independent educational program auditor assigned to the project. In the second year this problem was remedied with the selection and retention of a qualified educational auditor. A provision for evaluation design with specific control groups was made. Useful process evaluation in reading through mini-reading tests took place. Distar reading programs began to take on additional success in meeting the Distar objectives and the successful implementation of a Reinforced Requisites Readiness program was established at the first grade at Sacaton with significant improvement on the part of the children in attitudes toward school.

There were difficulties in the second year just as there had been in the first. But the program was moving and the problems of the second year were more easily remedied than in the first year. The problems in the second year were much more personal in nature than they were programmatic. The project had grown, it was more readily accepted and understood by those concerned with it and effected by it. Unfortunately, the project management was only partially effective in articulating the positive contributions of the program. There were personality problems with the project director. Interpersonal relationships between the project director and the director's immediate supervisor and other superiors were detrimental to the best interests of Project HEED. The project director was not retained for an additional program year. There were

many areas of performance that the project administration and the advisory council felt were less successful than they could have been.

Specific behavioral outcomes in reading were not accomplished. Program effects became almost invisible due to the multi-variate conditions. Teacher effects rather than program effects seemed to dominate the learning activity where such control patterns existed to allow such a determination.

There were many very specific small problems that effected the success of the program. To paraphrase the proverb of - for want of a nail the shoe was lost, for want of a shoe the horse was lost - the children at Many Farms on the Navajo reservation demonstrated the greatest need for the Oral Language Program. For want of a substitute teacher, for want of simple administrative effort, the OLP program was lost - and the children's opportunity was lost.

Project management was lax in some of these areas that appeared to be small, but that had profound repercussions. A tight inventory to control Project HEED materials was lacking. Distar materials arrived too late in the Fall, and several teachers abandoned the Distar program even though project monies had been spent in training the teachers for use of the Distar reading program. Several sites excelled in carrying out the basic evaluation design in the reading and cultural awareness areas, however at other sites there was not a positive approach in these areas and the project management did not take the steps to see that these activities were carried out.

Carrying these seemingly small examples of problems further was

the situation of excessive delay in the processing of payment vouchers to community resource personnel who had contributed their time and efforts to the program. This was a situation of unfairness to those who had worked and a situation of embarassment to the staff that had arranged for their presentations. The bad public relations and community relations effects that situations like this can cause are often critical in a program designed to involve community people and parents such as is the case in Project HEED.

Before the second program year came to a close there were two more rather personal and unnecessary instances of a lack of understanding of the dignity and rights of the Indian people involved in the conduct of Project HEED. In February, the project director, without any communication with the Chairman, cancelled a meeting of the Indian Advisory Council. And just a few months later, federal officials failed to recognize the intense pride which the Indian people have in their status as Indians and in their desire to have a strong voice in the management of education for their children. Tactful suggestions to the federal sponsors that Indian participation at a special April meeting would be highly beneficial were essentially ignored.

Were it not for the fine calibre of the grantee administration, and the empathy of the superintendent of the Sacaton School District, much could have been lost by the actions cited above. The Project HEED Advisory Council, the local school superintendents and school representatives, and most of all the Indian people themselves rose above all of this - they had in their minds the will and the desire to carry on with their program. And so, into the third year of

Project HEED, with a new project director and a renewed resolve to continue the program, born out of the thousands of hours of planning by the local people. Several hundred days had passed since the beginning, now the program would move toward its thousandth day.

V. CURRENT PROGRAM YEAR

The program to Heed Ethnic Educational Depolarization began the 1973-1974 fiscal year with the appointment of a new project director on June 25, 1973. Recognizing that the previous year's project had a mix of both satisfaction and unsatisfactory experiences, it was resolved at this first meeting of the new year that a policies and procedures manual would be developed. This document would spell out the duties and responsibilities of the Advisory Council, the relationships of the project director and project staff, and the understanding of authority of the grantee agency, Sacaton School District #18. The resolution of these policies and procedures would go a long way toward avoiding conflicts and misunderstandings as had occurred in previous years. The year began with serious discussion about cultural awareness and the steps that could be taken to make this a reality in the Project HEED classrooms.

Project HEED had never experienced any fiscal irregularities in its operation during the first two years of existence. It had, however, some difficulties in slowness in meeting its obligations. This latter difficulty had proven to be a community relations problem in the second year of operations and the new administration spent a great deal of time during the first few months of the new

program year clearing up unpaid bills and working on financial reports. Program progress reports had also been delayed including the final report for the first program year ending June, 1972. It was necessary to reconstruct the first year activities to meet the federal reporting requirements. These items were taken care of within the first two months of the new year.

In the past it had been reported that the Distar reading program had suffered because of the lateness in ordering and receiving program materials. As this is the cornerstone of the reading program for the students in grades K-3, it was imperative that a repeat of the previous year's experience not occur. The materials were ordered in August well in advance of the need for the upcoming school year. Following up on this concept was the establishment of funding procedures for local cultural awareness projects. It had been brought out in the June meeting that cultural awareness was paramount in the minds of the Indian parents and school representatives and thus every effort would be made to insure that this school year be the most productive year for Project HEED in involving the students and the community in developing significant cultural awareness projects at the local sites.

In August there was some further discussion of the role of the Indian Advisory Council, in September the Chairman reviewed the various alternatives brought up by the council members and it was resolved and approved by vote that the council would be advisory in nature with the project staff being responsible to the grantee agency, the Sacaton School District. The policy and procedures were approved in the October Policy Advisory Council meeting.

There had been serious criticism in the previous year regarding the delay by project management in selecting a totally qualified consultant to assess the effectiveness of the special education programs. In order to remedy past mistakes, action was taken in August to retain a Consultant in Special Education to work with Project HEED each month at the various schools. Indications from the staff and advisory council members throughout the entire 1973-1974 school year were that this individual and this assistance was extremely well received.

In September, visits were made to all of the school sites as a follow-up to a very successful in-service training and orientation workshop held for the teachers, teacher aides, school representatives and advisory council members at Northern Arizona University in Flagstaff the previous month. At the September Policy Advisory Council meeting, the Superintendent of the grantee agency - Sacaton School District #18 - expressed his feeling that, after two years of really trying to carry out the program without much success, the program was really making progress with the new director. He went on to explain that he was writing to Washington to recommend that the program continue for a fourth year.

At this same meeting it was recommended by one of the advisory council members that Project HEED put out a booklet showing in simple form what the project offers. Because the staff has wanted to be able to demonstrate a full school year of successful Project HEED accomplishments, this was deferred until the end of the 1974 school year. The project is now in the position that such a brochure can be developed. Photographs of many of the sites have been

taken by a professional photographer for use in the Project HEED exhibit booth at the 1974 Arizona Educational Fair held at the Phoenix Civic Plaza in April. Additional photographs will be needed. It is hoped that this report of the First One Thousand Days of Project HEED will form the narrative basis for an attractive, illustrated brochure which will include photos of the Policy Advisory Council, the project staff, school representatives, teachers and teacher aides and will feature the children - the young Indian students who are the reason and purpose for this entire effort.

In October, 1973, the evaluation team was hired. The team included two professors from Las Cruces, New Mexico. They visited all the sites and talked to teachers, principals, and parents along with the project staff during the month of November. They also visited with the Policy Advisory Council during the December meeting. This evaluation team is a new addition replacing the previous evaluative group retained during the first two years of Project HEED's operations.

December was a month of some problems for the country, and Project HEED's participating schools shared in the problem - a reported gasoline shortage. Gasoline was simply not available in Arizona, or in many other places around the nation. The problem for the schools was the scheduled field trips that the project's students were to have benefited from this year. In previous years there had been some criticism that the trips had not been allocated on an equitable basis among the various sites. Now, with the distribution having been equalized there was serious question as to

whether or not students could make the trips. In keeping with the government's call for conservation, the schools delayed the field trips until the shortages and uncertainties subsided in the Spring of 1974.

Following up on the September announcement by the Superintendent of the Sacaton School District, the project director reported in December that Project HEED had been invited to submit a continuation proposal for a fourth year. This meeting of the Policy Advisory Council was a crucial one for Project HEED. Here was the opportunity to make major changes and improvements for the coming school year. The program was operating well, the train was on the track and people felt that there was a conductor in the locomotive who could keep the train rolling. This meeting marked a major turning point in the scope and direction which Project HEED would undertake. The first two years had been experimental, there were some false starts, the engine didn't always work. But the third year was working. Here the program was halfway through its third year and it was being given an opportunity to submit a proposal for a fourth year.

That December meeting and the meetings for the next three months provided a forum in which to examine the past, discuss the present, and plan the future. The Policy Advisory Council seized the opportunity. The Chairman reminded the council and school representatives that the original emphasis had been Human Diversity and Cultural Awareness. The Vice-chairman stressed the importance of having reservation teachers understand Indian ways and Indian children better, perhaps relate more with parents and community.

The council secretary described how parent involvement was working at their school - parents were involved with the teachers, they were involved with the health program, they were supplying the luncheon for the advisory council meeting that very day.

Other council members were quick to point out their observations. They were pleased with the Distar reading program, they wanted to broaden the reading segment. The Chairman discussed an increase in student performance and an increase in teacher awareness of the culture as important concepts. The representatives from Many Farms and San Carlos saw possibilities of using reading in many ways. The Chairman saw a need to build up self-pride and cultural identity on the part of the Indian children but questioned how this could be measured. The council member from Hotevilla felt that with the assistance of a curriculum technician the goals could be translated into practical curriculum ideas. A Sacaton representative felt that the cultural awareness art projects make the students feel that they have something to contribute, and the San Carlos Superintendent noted that increased student participation will often result in more parent participation.

In January and February, 1974, the Policy Advisory Council meetings took on an air of excitement with planning and discussion of the re-funding proposal the major topic of discussion. There was general agreement that the idea of developing culturally related curriculum materials was sound and that the emphasis for the fourth year should be limited to K-4th grade. The council, the staff and the school representatives all had come to the conclusion and the agreement that what could come about in the next program

year would only be possible if the tasks were delimited. There would be a need for increased parental involvement. There would be a need for curriculum development for reading. Curriculum development for student cultural heritage and instrumentation for measurement of its effectiveness. There would be a need for increased staff cultural awareness and a program objective would be that the staff would demonstrate their assimilation of the cognitive and affective objectives, resultant from their cultural heritage training, through criterion referenced testing.

One of the representatives suggested that a component for the development of evaluation instruments be included when the proposal was written. This suggestion was put in the form of a motion, was seconded and was approved unanimously. Thus the general concept, following on suggestions developed by the Project Director and on ideas formulated by the Policy Advisory Council, began to take the shape of what would become the finalized document to be submitted to the U.S. Department of Health, Education and Welfare - Office of Education.

While the planning for the next year's program was of utmost importance to the staff, the advisory council and the administration, the current year program was still progressing well. A report on the cultural awareness projects was made at the January meeting. The Papago project was well under way with photography, art and legend telling. At the St. Charles Mission School on the San Carlos reservation, children and parents alike were using the study/social room in the evening for beadwork, quilting and sewing. Sacaton reported a questionnaire being used on a door-to-door basis

visiting homes to inquire about the community attitudes toward tribal culture being taught in the schools. At Topowa the Papago language was being taught while the students develop a culture center in the classroom. This has been enthusiastically received by the children and the parents. The Hotevilla school was preparing to begin making pottery with a machine called a pugmill and the Indian Oasis School was providing instruction from a book on Papago and Pima legends.

In January, the Advisory Council Chairman discussed the need for a summary report on what had been tried by Project HEED over the past three years. He felt that, now that the people had finally found themselves and that things were going well, that the project should be written up for the benefit of college students and others. This report of the first one thousand days of the program is a direct result of these discussions. The project director called upon an outside educational consultant who was familiar with Project HEED to analyze and synthesize the reports and written documents covering the period of Project HEED's operations.

In February and March the final basic components of the new proposal were being discussed and were accepted. Federal officials from Washington visited with the staff and the advisory council and outlined certain specifics regarding the new program year. The U.S. Office of Education Project Officer for Project HEED from Washington, D.C. indicated that USOE was very interested in Project HEED because the program had demonstrated a change. He stated that he felt that the move toward focusing on elementary school children was a wise move.

The project director discussed the new program at the March Policy Advisory Council meeting and explained that he was working with the National Indian Training and Research Center (NITRC) in developing well defined goals and activities for the new proposal. The NITRC Director of Program Development and a NITRC consultant were working with the project director and had developed a draft of Project HEED's refunding proposal. This was passed out at the Advisory Council meeting. The council was asked to supply any additional input in order that the finalized document could be prepared and submitted to the federal government.

The council went through each of the eight program objectives one by one and after discussions and question and answer periods the members voted and approved each of the comprehensive objectives. The USOE Project Officer from Washington was present during this review and before leaving, at the completion of the task, expressed appreciation for having been involved in the meeting. The next step would be getting the information out to each site, obtaining approval of the proposed ideas and receiving letters of endorsement from the local school boards. These steps were accomplished.

The letters indicated many positive things. The Chairman of the Policy Advisory Council, who is also the President of the Rice School District's Board of Trustees, wrote to the project director commending him personally for his outstanding work during the past year. He noted that the proposal was not only clear and sound, but that it also signified a managable program to which the participating schools should adopt readily. The Sacaton School District Superintendent wrote that the Board of Trustees had voted unanimously

to support the program. The Rice School District Superintendent wrote continued approval and further indicated that the district intends to continue with the programs in reading and other cultural programs that prove to be successful as developed under Project HEED at the close of Project HEED. An eloquent testimony to the fact that the program was finally succeeding and was having such an impact that it was bringing about institutional change as it had hoped to do.

Another example of Project HEED's new found effectiveness was a letter from the Superintendent of Indian Oasis School District. The Board of Education not only indicated its desire to continue with the HEED project for the 1974-75 school year but also indicated that it would institutionalize those programs initiated by Project HEED which have value in the education program for the Indian Oasis School children. The St. Charles School letter was an expression of gratefulness for the hard work that had been put into writing the proposal for Project HEED 1974-75. The letter was one of approval for the program and for the goals and objectives which recognized the need for increased Indian professional involvement.

In April, 1974 the refunding proposal was hand-carried to the Application Control Center, U.S. Office of Education, U.S. Department of Health, Education and Welfare by Project HEED's consultant from the National Indian Training and Research Center. A summary review by HEW personnel on April 10, 1974, indicated that everything was in order. At the Policy Advisory Council meeting on April 26th a report was made to council members and school representatives and project staff by NITRC's Director of Program Development and by

the Director of Project HEED. Planning for a June meeting took place and initial planning for summer in-service training workshops to be held at Northern Arizona University also took place. The tentative dates of August 5th-9th were set for the training. The participants will be the teachers and teacher aides, the members of the policy advisory council, school representatives and Project HEED staff. This meeting was held the same day as the Arizona Education Fair convened at the Phoenix Civic Plaza. Project HEED had an exhibit in the fair and two open conference sessions were allowed for Project HEED staff to tell the public what had taken place in these first one-thousand days of this unique and successful demonstration program.

VI. THE FUTURE

The future for Project HEED as a continuing program is dependent upon renewed federal funding. Usually a Title III program is funded for only three years and this program is completing its third year in June, 1974. However, in December, 1973, the project was invited to submit a continuation proposal by the U.S. Office of Education. Final word on the decision for re-funding has not yet been received as of this date, June 1, 1974. It is expected that notification will be received within the next few weeks.

The essence of the future is summed up in a seventy-one (71) page refunding proposal which outlines very specifically the plans and program objectives for the 1974-75 school year. The proposal presents the needs statements, program objectives, program descriptions, timelines and event responsibilities of individuals for each of the four project programs----(A) reading, (B) student cultural

heritage, (C) staff cultural awareness, (D) special education, and (E) also for the evaluation component.

The proposal presents a total of eight comprehensive objectives. The first objective deals with student reading achievement. By June, 1975, students in grades K-4 involved in the reading part of this project will increase more than the normal expected increase in reading scores as determined by a standardized norm-referenced reading test administered at the beginning and near the end of the 1974-75 academic year. A second reading objective will be to develop, pilot test and revise by June, 1975, at least 12 terminal reading objectives and corresponding assessment items for each of the kindergarten, first, second, third and fourth grades in order that criterion referenced reading measures will be available for assessing programs conducted during the 75-76 academic year.

The third objective is to develop, by January, 1975, a cultural heritage course of study for grades K, 1, 2, 3 and 4 which includes a statement of rationale, a minimal number of cognitive and affective instructional objectives for each grade level, a set of criteria for developing or judging instructional activities for achieving objectives, and the assessment items for determining student achievement of the objectives.

The fourth objective is that by May, 1975, 70% of those students who are exposed to the cultural heritage program will demonstrate their assimilation of the cognitive and affective objectives developed for their grade level as a result of activities associated with the previous objective and as measured by successfully completing 85% of the criterion referenced measures.

ADDENDA

A) Policy Advisory Council: The policy advisory council includes representatives of the Indian community and school representatives. This council serves as the major policy recommending body for Project HEED.

The Policy Advisory Council officers are:

Chairman - Mr. Tony Machukay - Rice School District
Vice-Chairman - Mr. Tony Chico - Sells, Papago
Secretary - Sr. Anne Regina - St. Charles Mission School

The council membership and school representatives include:

Wallace Burgess, Sacaton
Delores Cassadore, San Carlos
Malinda Chico, Sells
Amelia Key, St. Charles
Sr. Marie Bernadette, Topowa
Vernon Masayesva, Hotevilla
Don Guyer, San Carlos
Jesse Udall, Sacaton
Ed Jares, Peach Springs
John McCoy, Many Farms
Nelson Jose, Sacaton
Virginia McGilbary, Many Farms
Don Peterson, Sells
Mike Reed, Many Farms
Gloria Miguel, Topowa
Carlos Salas, San Carlos
Evelyn Stevens, St. Charles
Fr. Bartholomew Welsh, St. Charles
Helen Ramon, Topowa
Bob Rhodes, Hotevilla

B) Project HEED Staff: The staff for Project HEED is headquartered at Sacaton on the Gila River Indian reservation. They provide services to all site locations throughout the State of Arizona. Personnel include:

Project Director - Mr. Larry Stout
Program Coordinator - Mrs. Jacky Pitcher
Education Specialist - Mrs. Carolyn Lujan
Community Representative - Mrs. Joan Dixon
Secretary - Mrs. Gail Coochyouma

C) Project HEED Consultants: The project's consultants include experts in program development, evaluation and special education. During the past three years the consultants have included:

Program Development and Evaluation

Mr. Frank Reilly - 1973-74, 1974-75
Dr. Carolyn Raymond - 1973-74, 1974-75
Mr. Francis McKinley - 1973-74, 1974-75
Mr. Jerry Hill - 1974-75

Program Evaluation and Educational Audit

Dr. Orval Hughes - 1971-72, 1972-73
Dr. Jerry Southard - 1971-72, 1972-73
Dr. Everett Edington - 1973-74
Dr. Timothy Pettibone - 1973-74

Special Education

Ms. Joyce Kohfeldt - 1973-74

D) Administration: The administration of Project HEED is handled by the grantee agency - Sacaton School District #18. Local school districts work in cooperation with the grantee agency and with the project staff. The representatives of the grantee agency are:

Mr. Dana Nelson - Board of Trustees
Mrs. Peggy Jackson - Board of Trustees
Mr. Edmund L. Thompson - Board of Trustees

The signatory official for Project HEED who holds ultimate authority and responsibility as delegated by the Board of Trustees is:

Wallace L. Burgess, Superintendent

E) Funding Sources: Project HEED is funded by the United States Department of Health, Education and Welfare through the Office of Education. It is funded under the Elementary and Secondary Education Act of 1965 under Title III - Section 306 - Special Programs and Projects. The Project Officer for the current

program year is a representative from Washington, he is:

Mr. Marshall Schmitt - USOE

F) Summary

The report presented herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred. This report was written by Mr. Frank Reilly, Educational Program Consultant and former Director of Program Development for the National Indian Training and Research Center, Tempe, Arizona. Requests for additional information should be directed to Mr. Larry Stout, Director, Project HEED, Sacaton School District #18, Post Office Box 98, Sacaton, Arizona, 85247.

Appendix F

Special Education Workshop

Appendix F. Special Education Workshop

LOCATION	DATE	TIME	PARTICIPANTS
St. Charles Community Rm	Sept. 26, '73	7:00 PM-9:30 PM	16 teachers & aides from Rice & St. Charl
Sacaton Sch. Cafeteria	Oct. 22, '73	2:30 PM-4:00 PM	30-35 teachers & aides from Sacaton School
Peach Springs School Library	Oct. 25, '73	3:00 PM-5:00 PM	9 teachers & aides fro Peach Springs School
St. Charles Community Rm	Oct. 29, '73	2:30 PM-5:00 PM	22 teachers & aides from St. Charles & Rice schools
Sacaton Sch. Cafeteria	Nov. 26, '73	2:30 PM-4:30 PM	35-40 teachers & aides from Sacaton School
Indian Oasis Cafeteria	Nov. 27, '73	1:30 PM-5:00 PM	60-65 teachers & aides from Indian Oasis and Topowa Schools
St. Charles Community Rm	Nov. 29, '73	1:30 PM-4:30 PM	18 teachers & aides from Rice and St. Cha Schools & 12 students from U of A's Indian Education Program

Prior to the actual workshops, Miss Kohfeldt displayed and demonstrated for teachers at the various project schools the types of teacher-made and teacher-adapted materials she uses. Then, on requests from teachers and administrators from the various sites, curriculum materials workshops were scheduled for dates when Miss Kohfeldt could come here from San Francisco to conduct them.

The large and empty community room at St. Charles School proved to be an excellent spot to set up tables, spread out materials and create classroom teaching aids; so all workshops at San Carlos were held there and included teachers from both project schools. Their enthusiasm for these workshops was responsible for there having been three at that one location.

Sacaton's teachers showed much interest and, after the first workshop, several teachers who had not been able to attend were so impressed with results they saw from it that a second workshop was sought there by those teachers as well as those who had participated in the first one. This second workshop was even more successful than the first.

Peach Springs is a small school, but teachers there worked eagerly at their workshop developing clever materials of their own.

Indian Oasis School & Topowa School felt a joint workshop at Sells would be most appropriate and participation in that was excellent.

A workshop scheduled for Many Farms on Nov. 19 had to be cancelled due to snowstorms which made roads too dangerous to travel.

The gameboards, number sets, beansticks, puzzles, etc., which began to appear in the various classrooms were mute evidence of the success of these workshops.

Unfortunately, Miss Kohfeldt became ill in January and was forced to cancel her consulting trips for the rest of the school year.

Among materials supplied by Project HEED for the Special Ed. Curriculum Materials Workshop.

Clear contact paper
Sticky dots
Dice
Spinners
Puzzles
Pictures for creating puzzles
Poster board
Marking pens, fine & heavy tips
Colored tape
Number lines
Letter lines
Library pockets
Milk Cartons
Juice cans
Construction paper
Duplicating paper
Glue
Rubber cement
Staplers & staples
Shoe boxes
Hosiery boxes
Paper clips
File folders
Clothes Pins
Scissors
Gift wrapping paper
Rulers
Index cards
Game board markers
Plastic oil cloth
Beans
Tongue depressors
Ditto masters
Poker chips
Freezer boxes
Picture books
Paints
Thermal Master

Among materials developed by teachers and aides from use in Special Ed. resource rooms and for use with Special Ed. Students in regular classrooms were:

Gameboards
Puzzles for reading sounds & letters
Puzzles for math
Cardboard numbers
Beansticks
Shape & color cardboard forms

Appendix G

Field Trips

Appendix G. Field Trips

DATE	SCHOOL & CLASS	NUMBER	WHERE	OBJECTIVE
10/25/74	Peach Springs 7	15	Phoenix Indian Medical Center	Study of Health & Study of Infectious Diseases.
4/4/74	St. Charles 1 & 3	40	Sacaton, Ariz.	Meet Children of the Pima Tribe. Study Culture of othe tribes.
4/18/74	St. Charles K & 2	45	Sacaton, Ariz.	To visit a school on the Pima Reservation.
4/18/74 4/19/74	Rice-San Carlos 2 & 3	64	Phoenix, Ariz.	To see outstanding exhibits & childrens zoo. Desert Botanical Gardens. Display Plants.
4/23/74	Peach Springs 3	17	Northern Arizona Museum	To see art exhibit at the mus
4/23/74	Many Farms 5	57	Navajo Community College	To enrich cultural awareness To view further educational opportunities.
/74 5/3/74	Peach Springs 8	17	Merriweitica Canyon	To see ancient remains of th Hualapai tribe. Community Tribal Resource person to te legends to the group.
4/24/74	Rice-San Carlos 4	31	Phoenix, Ariz. & Laveen, Ariz.	To have insight into the histo of 20th Century America as depicted by the wax museum. Visit St. John's School to lea some of the views of the Indi students about school away fr home who are the representa tives of the different tribes o the United States.

Field Trips

DATE	SCHOOL & CLASS	NUMBER	WHERE	OBJECTIVE
4/25/74	Sacaton, Arizona 1 & 2	58	Apache Tears Mine - Superior, Ariz.	To expose the students to a local point of interest which can be listed as scientific, historical and legendary in nature for cultural enrichment.
4/30/74	Many Farms K	23	Canyon De Chelly Chinle, Ariz.	History & Cultural Awarenes of this area of the Navajo reservation.
4/30/74	Indian Oasis Sells K	26	Papago Village	To have a Papago meal in on of the villages, prepared by the women. Children make tortillas and compare this bread making to bakery brea making.
4/2/74	Peach Springs 6	14	Wikamo, Near Davis Dam	To see petroglyphs in old tribal living grounds.
4/30/74 & 5/1/74	Topowa, Ariz. 6	28	San Carlos Reservation	To visit Rice Elementary School-to tell the Apache students about the Papago Culture.
5/1/74	Many Farms 4	23	Canyon De Chelly National Park & Canyon Del Muerto	Life history of the Navajo-Chinle area--study legends c "Spider Rock" caves and ruin
5/1/74	Many Farms 3	23	Canyon De Chelly & Canyon Del Muerto	To see historic places on the Navajo reservation.
5/2/74 5/3/74	Sells, Ariz. 3	24	Tucson, Ariz.	Classroom exchange in Tucs Planned activities throughout the day.

Field Trips

DATE	SCHOOL & CLASS	NUMBER	WHERE	OBJECTIVE
/3/74	Peach Springs 6	14	Davis Dam Area	Study petroglyphs in former tribal living grounds.
5/3/74	Sacaton, Ariz. 5 & 6	61	Nogales, Sonora	Culture of Mexico history-Tumacocori
5/3/74	Many Farms 2	19	Canyon De Chelly National Monument	Native history and archaeolo ical facts, geological forma-tions, ruins, etc.
5/3/74	Many Farms 1	30	Ganado - Window Rock	To increase the cultural awa ness of each child--ruins, museum exhibits. Zoo--loc animals that are found on the reservation.
5/7/74 /74	Rice-San Carlos 7	24	Tucson, Ariz.	See San Xavier Mission on th Papago Reservation. See ou standing exhibits of living animals and plants at the Arizona Sonora Desert Muse
5/8/74	Sacaton, Ariz. 3 & 4	55	Flagstaff, Ariz.	Museum of Northern Arizona To see the displays of scient research in anthropology, biology and geology.. Junior Indian Art Show.
5/8/74 5/9/74	Rice-San Carlos Special Ed I	15	White River Apache Reservation	To learn about the industry, schools, recreational facilities and people on the White River Apache Reserva tion.

Field Trips

DATE	SCHOOL & CLASS	NUMBER	WHERE	OBJECTIVE
/9/74	Indian Oasis-Sells 4th	61	Rose School District 1 - Tucson, Ariz.	Study of Mexican culture: Exchange programs telling about their culture.
5/9/74	Sacaton, Ariz. 8th	28	Yuma, Ariz.	Visit historical prison and museum. Concepts on westward movement and study of Arizona Constitution.
5/9/74	Sacaton, Ariz. Special Ed Primary	35	Phoenix, Ariz.	To tour Sky Harbor Airport-see the inside of a plane. Experience eating in a restaura
/9/74 5/10/74	Indian Oasis-Sells Special Ed	7	Tucson, Ariz. University of Arizona	To meet basketball players a the University. A cumulativ activity for unit on basketbal
5/14/74	San Carlos-Rice 1	40	Tucson, Ariz. Desert Museum Old Tucson	Study of living animals and plants of the Sonora Desert region. Study of early South west history.
5/15/74 5/17/74	Indian Oasis-Sells Special Ed	28	Tucson, Ariz. University of Arizona, Museum of Anthropology	To see Indian cultural exhibi Visit the University of Arizo Campus. Students are interested in the University to see where students can go after high school.
5/17/74	Peach Springs 2	15	Williams, Ariz.	Tour by the Kaibab Forest Service. Unit of Study Natur Resources. Measures used conserve forests on the rese tions.

Field Trips

DATE	SCHOOL & CLASS	NUMBER	WHERE	OBJECTIVE
/17/74	St. Charles K & 2	46	Phoenix Zoo	Concluding activities trip to Zoo a part of the learning experience to summarize.
5/21/74 5/22/74	Peach Springs 8	17	Phoenix, Ariz.	To visit Phoenix Heard muse to see the Spring Art Show. torical sites. The study of a contributes to children's lea ing.
5/22/74	Sacaton, Ariz. 7	31	Tucson, Ariz. Desert Museum Old Tucson	To evaluate the student's lea ings on living animals and pl of the Sonora Desert region. Have students see realistic settings, museum displays a exhibits.
5/20/74 to 4/74	Hoteville, Ariz. 5 & 6	30	McKelmo Canyon Field School Parker, Ariz.	To study anthropology and archealogy, particularly as they apply to the Anasazi, w are the ancestors of our Hop students.
5/22/74 5/23/74	Indian Oasis 6	30	Phoenix, Ariz.	To give an enrichment exper- ience of environment, city. trip away from the reservati
5/23/74	Topowa, Ariz. 4 & 5	64	Phoenix, Ariz. Encanto Park Heard Museum	To visit historic city--Hoho Indians the first people to se in Phoenix. Museum: Archa logy and ethnology. The cust and crafts of Indians who stil live in this part of Arizona.
5/29/74	Peach Springs 7	32	Lake Havasu, Arizona	Summation of the Unit on wat safety. Swimming demonstra tion. Excursion by boat as t is the cradle land of the Hual pai Origin.

Appendix H

Project HEED Workshop Evaluation Sheet

Speaker:_____

Project HEED Workshop Evaluation Sheet

Please rate the following items by circling the appropriate numbers at the right:

			Poor				Excellent
1.	The clarity of what was to be accomplished by this session	*NA	1	2	3	4	5
2.	Appropriateness of presentations to the purpose of this session	NA	1	2	3	4	5
3.	Clarity of presentations	NA	1	2	3	4	5
4.	Time allocated to important topic	NA	1	2	3	4	5
5.	Use of media, fascimiles, or drama to clarify main points	NA	1	2	3	4	5
6.	Physical environment (i.e., room size, equipment, acoustics, etc.)	NA	1	2	3	4	5
7.	Freedom for expression by participants (dialogue, interaction, questions)	NA	1	2	3	4	5
8.	Gained knowledge or understanding	NA	1	2	3	4	5
9.	Gained appreciation or sensitivity	NA	1	2	3	4	5
10.	Skills, methods, and/or applications gained	NA	1	2	3	4	5

A. Are you a teacher___administrator___aide___other_____.

B. Your ethnic background_____.

How can we make it better another time?_____

_____

_____

* NA - Not Applicable